

Oceanside High School

STUDENT HANDBOOK
2016 - 2017

This agenda belongs to:

NAME _____
ADDRESS _____
CITY/TOWN _____
ZIP CODE _____
PHONE _____
STUDENT NO. _____



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Mrs. Sandie Schoell

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DISTRICT ADMINISTRATION

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Assistant Superintendent for Human Resources,
Student Services & Community Activities

Diane Provvido

Assistant Superintendent for Curriculum, Instruction
& Research

Christopher Van Cott

Assistant Superintendent for Business

Oceanside High School Administration

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Principal

Joelle Mazun

Associate
Principal

Keith Mekeel

Associate
Principal

Gregory Sloan

Associate
Principal

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Social Studies K-12, Business 9-12

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Fine & Performing Arts

Kathryn Chapman

Science K-12, Technology Department 9-12

Debra Kienke

Executive Director of Special Education

Tara Mauer

Math K-12, Family & Consumer Science 9-12

Jeffrey Risener

Physical Education, Health and Interscholastic Athletics

David Rose, Ph.D.

World Languages & ESL K-12

Suzanne Dwyer

Technology K-12

Beth Ziropiannis, Ed. D.

English Language Arts & Reading K-12

Paul Guzzone

Coordinator of High School Special Education

Pupil Personnel Services

Counselors

Kevin Carbonetti

Jayne Gordon

Carla Mesquita

Lisa Fazio

Renee Lochridge

Mindy Stecklow

John Madden

Michelle Melillo

Adam Utrecht

Deans

Anthony Caiazza

Angelica Zambrano

Social Workers

Roslyne Johnson

Annie O'Hara

Psychologists

Kristin Geissler

Stephen Lambros

Nina Weisenreder, Ph.D.

Nurses

Marybeth Murphy

Ellen Scarandino

OCEANSIDE HIGH SCHOOL

Dear Students:

On behalf of the entire Oceanside High School family, I would like to take this opportunity to welcome you to a new school year. It has been said that, "Education is the passport to the future." The future belongs to those who are dedicated and strive for excellence in all that they do. As a member of our community, you have a moral and ethical obligation to perform at the highest possible level in all academic and extra curricular aspects of school life. As team members, we will do everything we can to assist, support and guide you through your high school career.

Belief is an important element for success. A strong belief in your abilities and goals, along with a powerful work ethic, will lead to high achievements in all areas of your life. We hope you will become actively involved in all aspects of school life so you may experience a variety of instructional and extra curricular opportunities. This involvement will enrich your personal development while benefiting your school community. If you need help with anything or know of a student who may need help or assistance, please let us know. You can communicate your concern to your parent, teacher, Guidance Counselor, Chairperson or Director, Associate Principal or the Principal. Being able to ask for assistance is an important strategy that will help create a positive high school experience. It is equally important to advocate for yourself as you move through the challenging curriculum Oceanside High School has to offer.

This agenda book is a valuable resource for students and parents. It contains Oceanside High School's policies and procedures. The policies of Oceanside High School are also available for easy reference. Recommendations for study skills, organizational strategies and note taking are also included. We recommend that you utilize this reference tool for your planning and organization of academic assignments and projects, along with social involvement within your school. Share it with your parents, and discuss your overall school performance on a continual basis. We encourage your parents to become actively involved in your school life by monitoring and motivating your academic performance and involvement in activities. Some suggestions for your parents are:

- Try to understand your child's learning style.
- Help your child set realistic and attainable goals.
- Occasionally review your child's agenda book, assignments, notebook and examinations.
- Communicate with teachers and discuss your parental insights along with your child's improvement.
- Periodically review the calendar to be aware of various school activities.

We believe that every child can and will succeed here at Oceanside High School. We need your commitment to a strong work ethic. We are always here to assist and support you. We are a TEAM. Please do not hesitate to call upon us. Together, we can move forward. I wish you all the best for a successful high school career.

Best wishes,

Geraldine De Carlo
Principal

PROJECT SAVE CODE OF CONDUCT & BUILDING POLICIES/PROCEDURES:

The Oceanside School District values the tradition of a strong school/home connection. With your continued cooperation, our schools can provide the best possible education for our students. We ask that you review the Project SAVE Code of Conduct as well as the district and building policies, practices and procedures in this agenda book with your student. You should use the agenda book as a resource for information about our schools.

Computer Network Agreement for Parents:

As the parent or guardian of this student, I have read the Computer Network and Internet Acceptable Use Policy (pgs. 61-65). I understand that this access is designed for educational purposes and the Oceanside Union Free School District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial materials and I will not hold the District or the Board of Education responsible for materials my child may acquire on the Internet and any charges incurred by me or my child regarding such services will be my responsibility and not the District's.

I also release the District from any claims and damages of any nature arising from my, my child's use, or inability to use the system. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

Computer Network Agreement for Students:

I understand and will abide by the Oceanside Union Free School District's Computer Network and Internet Acceptable Use Policy. I further understand that any violation of the District's policy is unethical and may constitute a criminal offense. Should I commit a violation, my access privileges may be revoked, school disciplinary actions may be taken, and/or appropriate legal action.

I understand further that any financial obligation incurred by me or my account will be my responsibility and not the responsibility of the District.

iPAD USER AGREEMENT

The Oceanside Union Free School District ("District") hereby loans to the undersigned Student one iPad for the Student's use during the 2016-17 school year in connection with school-related work, subject to the following terms and conditions.

Student Use of Equipment:

All District-issued iPads are treated as school computers under the District's Computer Network and Acceptable Use Policy and are to be used, while in school, solely for school-related work according to your teachers' instructions and the guidelines set forth below. The District retains sole title and right of possession to the equipment. The District also retains the right to collect and/or inspect the iPad at any time and to alter, add or delete installed software.

Student Responsibilities:

1. You must adhere to the District's Computer Network Agreement and the Computer Network and Acceptable Use Policy when using the iPad.
2. You may not alter, add, or delete school files, applications, filters or system preferences on the iPad without your teacher's permission. All school-authorized apps must remain on the iPad.
3. iPads must be brought to school fully-charged every day of the school week or as required by the student's teachers and instructors.
4. When using your iPad on the District's wireless network, you must login using your school-issued user ID and password. Do not share your passwords with anyone.
5. You are responsible for taking proper care of your iPad, both at school and at home. Keep the iPad locked in your locker when it is at school and not in use. Keep the iPad in a secure location when it is not at school. Keep the equipment clean.
6. Do not remove any identification or serial numbers.
7. Do not let anyone use your iPad, other than your parents or guardians.
8. Report any problems, damage or theft immediately to a teacher or staff member.
9. Unauthorized recording or photos are prohibited.

District Responsibilities: The District reserves the right to:

1. Monitor iPad activity, including internet access or intranet access on the school's file servers..
2. Make determinations on whether specific uses of iPads are consistent with the District's policies.
3. Suspend the student's access to the District's network and/or use of the iPad if at any time it is determined that the student is engaged in unauthorized activity or is violating District policies.
4. Violation of the District's Computer Network and Acceptable Use Policy while using the iPad may result in disciplinary action pursuant to the District's Code of Conduct.

Damage or Loss of Equipment:

1. In the event of any damage, theft, or loss, the student's family will be fully responsible for the cost of repair or replacement, except as otherwise set forth below. All damaged equipment remains the property of the District.
2. It is the Student/Parent's responsibility to return the iPad and all related equipment on the specified date and in the same condition issued, with normal wear and tear excepted as determined by the District.
3. The full replacement cost of the equipment will be charged to the student's family if the iPad and all related equipment are not returned within 30 business days of the due date.
4. Breach of the above rules may result in loss of the privilege of using the equipment.
5. All iPads are covered by a 90 day manufacturer's warranty as well as by a District-provided insurance policy for damage for a period of three years. The warranty covers manufacturer's defects and there is no charge for warranty repairs. Claims for broken or damaged iPads outside of the manufacturer's warranty will be subject to a deductible of \$49 for each claim, limited to two claims within a three-year period. The \$49 deductible is the financial responsibility of the student's family. Following the initial three-year period, responsibility for repairing or replacing damaged equipment will be the sole responsibility of the parent.
Note: Insurance does not cover negligence and abuse. The District is not responsible for lost or stolen iPads. However, if an iPad is lost or stolen, the District will work with the student and family to attempt to determine its whereabouts. Purchasing insurance coverage for lost or

stolen iPads is the choice and sole responsibility of the student's family.

Please acknowledge your agreement to the foregoing terms and conditions by signing and returning the next page

I have read, understand and agree to abide by all of the conditions set forth in the iPad User Agreement, and agree to adhere to the District's Computer Network and Acceptable Use Policy when using the iPad at school or at home:

Date: _____ Student's name: _____

Student's signature: _____

I am the parent or legal guardian of the Student. I consent to my child's use of the school-issued iPad at school or at home, and agree to the foregoing terms and conditions applicable to such use.

Parent's name: _____

Parent's signature: _____

Equipment Information:

To be completed upon issuance of iPad:

Date of Issuance 9/1/16

Device Type iPad

Manufacturer/Brand Apple

Model Air 2

Inventory/Serial Number: _____

Condition: new excellent good fair poor

To be completed upon return of iPad:

Date of Return _____

Condition: new excellent good fair poor

Student Signature: _____

District Staff Signature: _____

OCEANSIDE SCHOOL DISTRICT - SIGNATURE PAGE

PROJECT SAVE CODE OF CONDUCT & BUILDING POLICIES/PROCEDURES:

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COMPUTER NETWORK AND INTERNET ACCEPTABLE USE POLICY (3202.8) FOR PARENTS:

As the parent or guardian of this student, I have read the Computer Network and Internet Acceptable Use Policy (3202.8). I understand that this access is designed for educational purposes and the Oceanside Union Free School District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial materials and I will not hold the District or the Board of Education responsible for materials my child may acquire on the Internet and any charges incurred by me or my child regarding such services will be my responsibility and not the District's.

I also release the District from any claims and damages of any nature arising from my child's use or inability to use the system. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

COMPUTER NETWORK AND INTERNET ACCEPTABLE USE POLICY (3202.8) FOR STUDENTS:

I understand and will abide by the Oceanside Union Free School District's Computer Network and Internet Acceptable Use Policy (3202.8). I further understand that any violation of the District's policy is unethical and may constitute a criminal offense. Should I commit a violation, my access privileges may be revoked, school disciplinary actions may be taken, and/or appropriate legal action.

I understand further that any financial obligation incurred by me or my account will be my responsibility and not the responsibility of the District.

* * * * *

PHOTOGRAPHY AND VIDEO USE

The Oceanside School District seeks to promote the achievements of our students and the creative and inspiring work they do each day. We work closely with news media and use photography and/or video on our website and other communication platforms to share information with our community. Most parents enjoy seeing their children's positive activities publicized. Parents who do not want their children to participate in photography and/or video must contact their child's principal in writing to remove their child from such participation. Please be aware that we are only able to control photos and video taken by school staff and that it is possible that your child will appear in photos or videos taken by other parents at school events.

Parent/Guardian and student should both sign below after reviewing all information:

Parent/Guardian Name: (Please Print)

Name: _____
Signature: _____ Date: _____

Student Name: (Please Print)

Name: _____
Signature: _____ Date: _____

SEPTEMBER				
M	T	W	T	F
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12 ¹	13 ²	14 ³	15 ⁴	16 ⁵
19 ⁶	20 ¹	21 ²	22 ³	23 ⁴
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OCTOBER				
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17 ⁴	18 ⁵	19 ⁶	20 ¹	21 ²
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31 ²				

NOVEMBER				
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14 ⁴	15 ⁵	16 ⁶	17 ¹	18 ²
21 ³	22 ⁴	23 ⁵	24	25
28 ⁶	29 ¹	30 ²		

DECEMBER				
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JANUARY				
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30 ²	31 ³			

FEBRUARY				
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MARCH				
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APRIL				
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MAY				
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8 ⁶	9 ¹	10 ²	11 ³	12 ⁴
15 ⁵	16 ⁶	17 ¹	18 ²	19 ³
22 ⁴	23 ⁵	24 ⁶	25 ¹	26 ²
29	30 ³	31 ⁴		

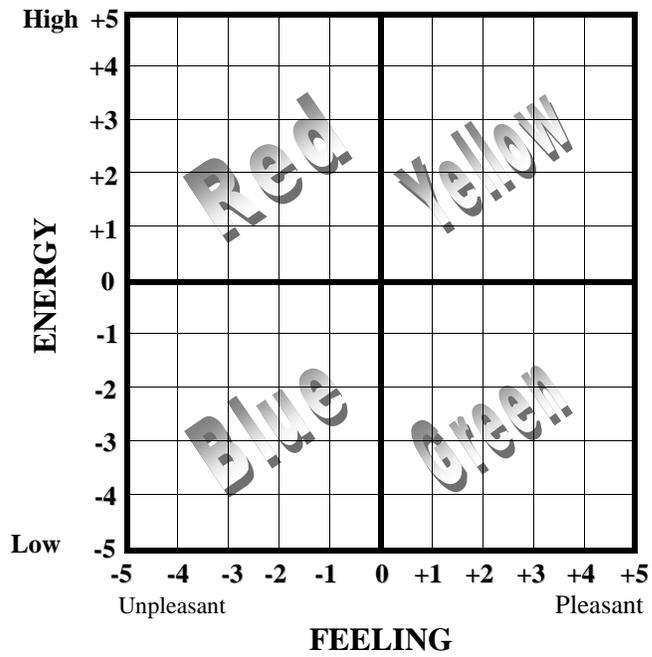
JUNE				
M	T	W	T	F
			1 ⁵	2 ⁶
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12 ⁶	13 ¹	14 ²	15 ³	16 ⁴
19 ⁵	20 ⁶	21 ¹	22 ²	23 ³
26	27	28	29	30

2016*2017

Updated 5/11/16

September:	(1)	First Day of School, (5) Labor Day
October:	(3/4)	Rosh Hashanah, (10) Columbus Day, (12) Yom Kippur
November:	(8)	Conference Day – No Students (11) Veterans Day, (24/25) Thanksgiving
December:	(26-30)	Christmas/New Year's Recess
January:	(2)	New Year's Recess, (16) Martin Luther King Jr. Day
February:	(20-24)	President's Day/Winter Recess
April:	(10-18)	Passover Recess & Easter Recess
May:	(26)	Snow Day option, (29) Memorial Day
June:	(23)	Last Day of School

My Mood Meter



My Emotional Blueprint

Describe	What was the situation, circumstance, or problem?	
EL Skill	_____	_____
Recognize & Label	How did I feel?	How did ___ feel?
Understand	What caused my feelings?	What caused ___'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did ___ express and regulate his/her feelings?
Reflect & Act	What could I have done to handle the situation better? What can I do now?	

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BELL SCHEDULE

Per 17:50 8:31
Per 28:35 9:20
Per 39:24 10:05
Per 410:09 10:50
Per 510:54 11:35
Per 611:39 12:20
Per 712:24 1:05
Per 81:09 1:50
Per 91:54 2:35

Clubs/Organizations

Oceanside High School provides a wide variety of clubs and organizations and encourages student participation. The following clubs/organizations exist at Oceanside High School.

AIDS Awareness	Latino Culture Club
Art Club	Law Club
Art Honor Society	Literary Magazine
Best Buddies	Marine Science Club
Big Buddies	Mathletes
Book Club	Oceanside Athletic Pride
Cancer Awareness	Patriot Club
Chess Club	Photography Club
Club X	<i>(Class members only)</i>
DECA	Robotics
DJ Club	SADD
Federal Reserve Challenge	SCOPE Model Congress
Freshman Class	Senior Class
Game Design Programming	Sider Press
Gay Straight Alliance	Sophomore Class
Habitat for Humanity	Thespians
Honor Society	Tri-M Music Honor Society
Interact	World Interest Club
Junior Class	World Lang. Honor Society
Key Club	Yearbook(Spindrifft)

Teams

Oceanside High School offers an array of interscholastic athletic opportunities. This comprehensive program is an integral part of the total educational process and represents the school and community in a positive manner both on and off the field.

FALL TEAMS

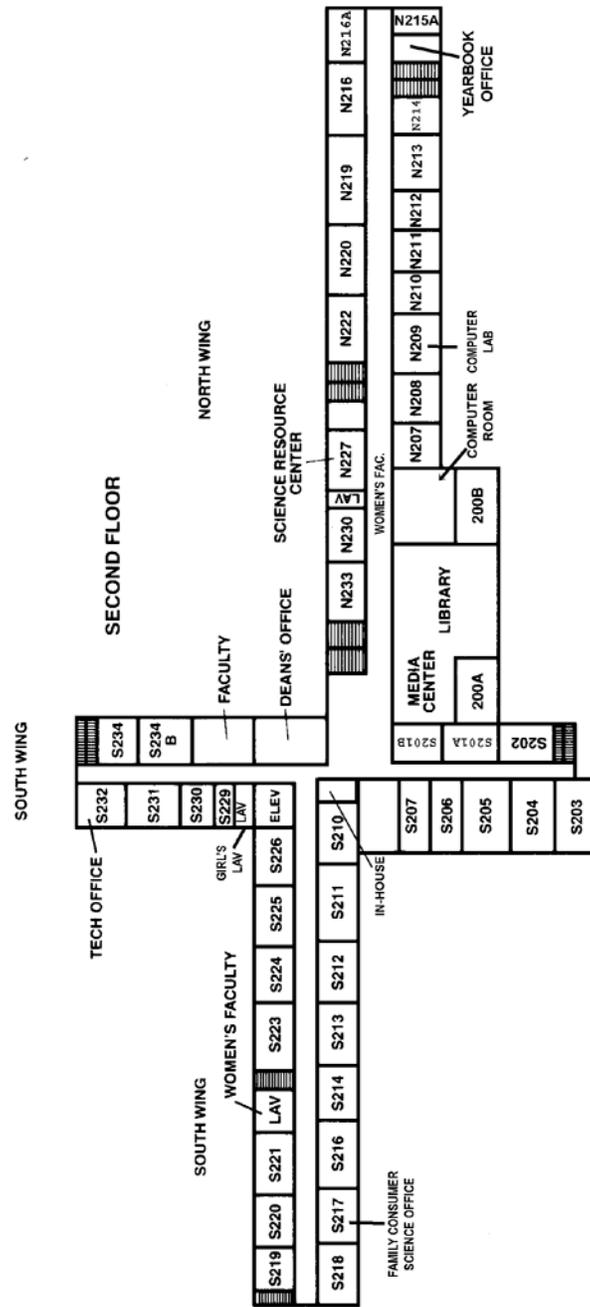
Varsity Football	JV Football
Varsity Boys Soccer	JV Boys Soccer
Varsity Boys Volleyball	JV Girls Volleyball
Varsity Girls Soccer	JV Girls Soccer
Varsity Girls Tennis	JV Girls Tennis
Varsity Girls Cross Country	Varsity Boys Cross Country
Varsity Boys Golf	Varsity Girls Swimming
Varsity Cheering	Varsity Girls Volleyball
Varsity Dance	JV Cheering

WINTER TEAMS

Varsity Boys Basketball	JV Boys Basketball
Varsity Wrestling	JV Wrestling
Varsity Girls Basketball	JV Girls Basketball
Varsity Boys Winter Track	Varsity Girls Gymnastics
Varsity Girls Winter Track	Varsity Boys & Girls Bowling
Varsity Cheering	JV Cheering
Varsity Boys Swimming	Varsity Dance

SPRING TEAMS

Varsity Baseball	JV Baseball
Varsity Boys Lacrosse	JV Boys Lacrosse
Varsity Girls Lacrosse	JV Girls Lacrosse
Varsity Softball	JV Softball
Varsity Girls Spring Track	Varsity Boys Tennis
Varsity Boys Spring Track	Varsity
JV Boys Tennis	Girls Badminton
Varsity Girls Golf	JV 2 Baseball



**STUDENTS' RIGHTS
&
RESPONSIBILITIES**

STUDENTS' RIGHTS

Student Inquiry and Expression

1. The First Amendment to the Constitution of the United States guarantees the right of freedom of speech to all Americans.
2. The constitutional guarantee does not permit a person to:
 - interfere with the orderly conduct of classes, or any school activity
 - coerce others to participate in a particular mode of expression, or
 - violate the rights of those who disagree with a given point of view.
3. Student speech may be subject to disciplinary action by school officials, and/or other government authorities if such speech:
 - is slanderous; i.e., spoken maliciously or without regard to the truth of the assertion;
 - clearly and immediately incites others to damage property or physically harm others; or
 - materially and substantially interferes with the normal operation of the school.

Distribution of Printed Matter

1. Students should be allowed to distribute petitions, circulars, leaflets, newspapers, and other printed matter in accord with the procedures established in the guidelines in this document.
2. Distribution should be subject to the following regulations:

PLACE: The place of distribution should be reasonably restricted to permit the normal flow of traffic within the corridors and entrance ways of the school.

MANNER: The manner of distribution should be such that:

 - coercion is not used to induce students to accept the printed matter or to sign petitions;
 - a copy of leaflets and printed materials to be distributed

- shall be submitted to the appropriate school authority no less than 48 hours prior to distribution to the general student body;
- materials printed for distribution are not left undistributed or stacked for pick-up while unattended at any place in the school or on school grounds; and
 - no printed materials which violate the prohibitions stated may be distributed at any time on school grounds.
3. When material for distribution is presented to the appropriate school authority, he/she will indicate that distribution is:
 - legal and permissible;
 - illegal and not permissible; or
 - legal but advised against.
 4. If the response of the appropriate school authority is "legal but advised against," the student may:
 - accept the reasoning of the school authority and not distribute the materials;
 - seek further advice on the matter; or
 - distribute the material in accordance with the expressed and legal right to do so.
 5. The appropriate school authority will respond within 48 hours from 9:00 A.M. of the next school day from the date on which the submission was made.
 6. School authorities may reasonably regulate the time, manner, place and duration for the distribution of literature on school grounds.
 7. School authorities may regulate the content of literature to be distributed on school grounds within the limits of the Constitution and applicable Federal and State court decisions relating thereto and only to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the school.

Buttons, Badges and Other Symbolic Expression

1. Students are permitted to wear buttons, badges, armbands and other insignia as a form of expression, subject to the

guidelines established by the Board of Education and stated in this document, where the manner of expression does not materially and substantially intrude upon the orderly process of the school and/or the rights of others.

2. Buttons, armbands and other badges of symbolic expression must not contain material which is obscene or libelous, or which advocates racial or religious prejudice.
3. It is forbidden to wear any uniform, dress or other adornments which identifies the wearer as a member of an exclusive organization. (As defined in Exclusive Organizations-No. 2)

Access to School Communications Resources

Students may have appropriate access to equipment and materials for dissemination of announcements and information in accord with procedures established by the school.

1. Use of bulletin boards:
The school should provide reasonable bulletin board space for posting student announcements. Student announcements should contain the date the announcement is posted. Such announcements should be removed after a reasonable time to assure fair access to bulletin boards for all students.
2. Use of school public address system:
Students wishing to use the school's public address system must do so through the procedures established by the school.
3. Use of the school duplicating equipment:
Students who wish to use the school's duplicating equipment must do so through the procedures established by the school, subject to reasonable limitations of expense.

School Publications

1. Official school publications such as school newspapers and literary magazines should reflect the policy and judgment of the school editors.

2. Students have the responsibility to refrain from libel and obscenity and to observe the rules for responsible journalism. Within these bounds, student papers are free to report the news and to editorialize as stated in these guidelines.
3. In the case of official publications, where the paper or magazine is described as “published by the school,” and/or where the school provides a faculty advisor and/or the funds for printing and distribution, the school, the student author, and the student editors are accountable for whatever is published. Accordingly, the school has a paramount right to insure that whatever is published observes the guidelines against defamation, obscenity or incitement to illegal acts.
4. Students who are not members of the newspaper staff ought to have access to its pages. Particularly when there is only one school paper available, the normal rules for responsible journalism suggest that access be provided for opinions which differ from those of the editors. The criteria for submission of material by a non-staff member should be published and distributed to all students
5. School authorities may prohibit dissemination of student-originated material only when such publication would materially and substantially interrupt the educative process, intrude upon the rights of others, or involve defamation, obscenity or incitement to illegal acts.
6. Student staff members should be protected from removal or reprisal by groups or individuals who disapprove of editorial policy or content on grounds other than legality.

Non-School Publications

1. The constitutional right of freedom of speech guarantees the right of public school students to publish newspapers other than those sanctioned by the school.
2. Although they are not sanctioned by the schools, unofficial publications have moral and legal obligations to observe the normal rules of responsible journalism.

3. Circulation of non-school publications must be in keeping with the guidelines for the circulation of printed matter outlined in this document.

Student Sponsored Assemblies, Forums and Speakers

1. Students and student organizations should be free, within established procedures of the school, to invite and hear speakers of their choosing.
2. Students have a responsibility to themselves, other students, and the school community to present both sides of an issue wherever possible. Although in the interest of sound education students should hear both sides of an issue, the school cannot require them to hear both sides of an issue as a condition for use of school facilities.
3. School authorities may regulate the times and locations of speeches and assemblies, and may require advance notice in order to avoid conflicts and insure proper protection of the school community.
4. Requests for assemblies, forums and/or speakers need to be directed as follows:
 - a request involving only one class is made to the classroom teacher;
 - a request involving only one department is made to the department head; and
 - a request involving more than one department is made to the Principal.
5. Permission for forums to be held after school hours may be granted by the Principal.
6. All approved facility requests for programs to be held after 4:30 P.M. must be cleared through the office of buildings and grounds.

Student Government

1. A student government shall be established in each secondary school for the purpose of representing the interests and concerns of all students.

2. The student government is responsible for the planning of an agenda listing the matters of concern to the students.
3. A written constitution shall be established to provide for the democratic election by all members of the student body of a representative student government. This constitution shall also clearly define the procedures under which the student government shall operate.
4. Student government shall be responsible for properly researching and developing substantive proposals when a recommendation is to be made to the administration.

Student Records

1. Permanent record files are intended to provide information which can be used to develop the best possible educational program for each student.
2. Oceanside Public School policy and procedures are designed to promote and strengthen a student's record of achievement. Its purpose is to record accurately the academic achievement of each student.
3. Illegal or improper actions of students during the school day or evening as part of the total instructional program or aspects of it may, upon direction of the high school administration, become part of a student's temporary record but not his/her permanent records. The student will be notified in writing of such inclusion on his/her record.
4. The student may respond to this inclusion by writing a rebuttal and submitting it to the appropriate school authority to also become part of the record.
5. A parent or legal guardian is entitled to inspect the student's cumulative record.
6. A parent, on behalf of a student, shall be afforded an opportunity for a hearing to challenge the content of the child's record to insure that such record is not inaccurate, misleading or otherwise in violation of the privacy or rights of the student. The parent may seek the correction or deletion

of inaccurate, misleading or otherwise inappropriate data contained therein.

7. In school matters, a student who is eighteen years of age or older is given the rights previously afforded his/her parents. The school has the right to inform the parents of students who opt to exercise this right.
8. The school shall not release, to other than authorized personnel, the contents of a student's record without first securing parental consent, consistent with school policy.

Physical Force

When a teacher finds himself/herself in a situation which demands immediate control, he/she is authorized to:

- use reasonable physical force to restrain an individual from harming himself/herself or others;
- use reasonable physical force to remove an individual from a situation in which his continued presence might lead to harm of himself/herself or of others.

Flag Salute and the Pledge of Allegiance

1. Students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag.
2. Students who choose to refrain from such participation have the responsibility to respect the rights and interests of classmates who do wish to participate in a meaningful ceremony.
3. A student who chooses not to participate may remain seated while classmates recite the pledge.

Police in the Schools

1. Police can enter schools if a crime has been committed, if they have a warrant for arrest or search, or if they have been invited by school officials.
2. The police may search a student or his/her locker if they have a valid warrant to do so, or if they have "probable

cause" to believe that the student is in possession of contraband.

3. With a warrant or probable cause for suspicion, police authorities may interview students in the building. When police are permitted to interview students in school, the students must be afforded the same rights they have outside the school. They must be informed of their legal rights, may remain silent if they do so desire, and must be protected from coercion and illegal restraint. Whenever possible parents should be present at such interviews. If parents cannot be present, an administrator shall be present.
4. Within the framework of their legal rights, students have the responsibility to cooperate with the police.

Right to Appeal

In the event a student feels that his/her legal rights as a student and/or citizen have been violated, the following procedures should be followed:

1. Student asserts and discusses alleged violations of rights with staff member.
2. If complaint is not resolved to student's satisfaction, the guidance counselor should be consulted.
3. If the complaint is not resolved to student's satisfaction, at this point, the student may, as a grievant, within five (5) days of receiving the proposed resolution from the guidance counselor, submit to the Principal a grievance that should include, in writing, the following:
 - a. Name of grievant, class schedule, home address and telephone.
 - b. Name of parent/guardian.
 - c. Brief statement of facts relevant to grievance.
 - d. Particular right of student allegedly violated.
 - e. Resolution desired by grievant.
 - f. Name of staff member consulted initially.
 - g. Date staff member was consulted.
 - h. Resolution proposed by staff member consulted.

- i. Names of other students, if any, similarly aggrieved.
 - j. Names of other people, if any, grievant would like consulted.
 - k. Date of filing grievance.
4. The Principal will review the case, consult at his/her discretion, and announce a decision on the appeal within a reasonable length of time, advising all concerned.
5. If grievant is not satisfied with the decision of the Principal, one may, within five days of receiving such notice, appeal in writing to the Superintendent's Designee, advising the Principal by copy.
6. The Superintendent's designee will review the record forwarded by the Principal, consult at his discretion, and announce a decision on the appeal within a reasonable length of time, advising all concerned, including the Principal.
7. If grievant is not satisfied with the decision of the Superintendent's Designee, one may, within five days of receiving such notice, appeal in writing to the Superintendent of Schools, advising the Superintendent's Designee and the Principal by copy.
8. The Superintendent of Schools will review the record forwarded by the Superintendent's Designee, consult at his discretion, and announce a decision on the appeal within a reasonable length of time, advising all concerned, including the Superintendent's Designee and the Principal.
9. If grievant is not satisfied with the decision of the Superintendent of Schools, one may, within five (5) days of receiving such decision, appeal in writing to the Board of Education, advising the Principal, Superintendent's Designee and the Superintendent of Schools by copy.
10. The Board of Education may review the record forwarded by the Superintendent of Schools, consult at its discretion, and announce its final decision (subject to possible further appeal to the Commissioner of Education and/or the courts) within a reasonable length of time, advising all concerned by copy.

STUDENTS' RESPONSIBILITIES

Statement of Responsibilities

Schools will not improve significantly unless individual student rights are balanced with individual student responsibilities to the school and society.

Rights must terminate at that point where they begin to infringe upon the rights of others. To the extent that responsibilities are fulfilled, rights become more assured. To the extent that responsibilities are not met, rights are placed in jeopardy.

For the purposes of this document, responsibilities are defined as the foundation upon which individual rights become meaningful and effective.

The following shall be the responsibility of each student:

1. Each student must assume responsibility to observe, know, and adhere to the laws of the state in which he/she resides.
2. Each student has a responsibility to observe the constitutional rights of other individuals, whether they are students, parents, teachers, school officials, or other participants in the educational process.
3. Each student has the responsibility to be informed of, and adhere to, rules and regulations established by the Board of Education and implemented by school administrators and teachers.
4. Each student has the responsibility to preserve school property, exercise care while using school facilities, and help maintain and improve the school environment consistent with laws governing such property.
5. Each student has the responsibility to respect the inherent human dignity and worth of every other individual.

6. Each student has the responsibility to refrain from libel, slanderous remarks, and obscenity in verbal and written expression.
7. Students have a prime responsibility to themselves to learn those things which the school can teach them.
8. Each student has a responsibility for the development of employment skills relevant to economic independence throughout his/her life-span.
9. Each student has the responsibility to dress and appear in a manner that meets reasonable standards of health, cleanliness and safety.
10. Students have a responsibility to support the General Organization that represents student interests by voting in elections and participating on various committees.
11. Students in the General Organization have a responsibility to represent accurately and adequately the views of their constituents.
12. Students have a responsibility not to abuse any of the rights afforded to them by the Constitution of the United States, the laws of New York State, rules of the Board of Regents, regulations of the Commissioner of Education, or the provisions of this document.

Electronic Device Policy

During the school day, the use of electronic devices is not permitted within the building, with the exception of the cafeteria and courtyard areas. They are not to be used by students in any other area, including the hallways. Please note that students can possess these devices, but they should be put away and not visible to others. They should also be set to silent mode. If a student is found using an electronic device in an unauthorized area, there will be disciplinary consequences which will be noted in the student's disciplinary record.

BOARD POLICIES AND SUPERINTENDENT'S REGULATIONS

The following Board Policies and Superintendent's Regulations are of particular importance to students and warrant inclusion in this **STUDENTS' RIGHTS AND RESPONSIBILITIES HANDBOOK**. All students should be familiar with and abide by these policies and regulations.

SUPERINTENDENT'S REGULATIONS: Drugs and Alcohol (Excerpts)

No person may use, possess, sell, or distribute alcohol or other substances, nor may use or possess drug paraphernalia, on school grounds or at school sponsored events, except drugs as prescribed by a physician. The terms "alcohol and other substances" shall be construed throughout this policy to refer to the use of all substances including, but not limited to, alcohol, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alikes, and any of those substances commonly referred to as "designer drugs." The inappropriate use of prescription and over-the-counter drugs shall also be prohibited. It shall also be the policy of the District to prohibit smoking in all public access areas of the schools and administrative buildings under its control (see Board policy #6407).

Additionally, the following persons shall be prohibited from entering school grounds or school sponsored events: any person exhibiting behavior, conduct, or personal or physical characteristics indicative of having used or consumed alcohol or other substances.

Intervention

The intent of intervention programming is to eliminate any existing use/abuse of alcohol and other substances and to identify and provide supportive services to kindergarten through 12th grade students at high risk for such use/abuse. The components of such programming shall include:

1. Providing alcohol and other substance use/abuse assessment and counseling services for students.

2. Developing a referral process between District schools and community providers.
3. Identifying and referring students to appropriate agencies when their use/abuse of alcohol and/or other substances requires counseling and/or treatment.
4. Making available services to students in or returning from treatment to assure that the school environment supports the process of recovery initiated in the treatment program.
5. Providing individual, group counseling as well as family support services targeted at students at high risk for alcohol and/or other substance use/abuse.
6. Educating parents on when and how to access the District's intervention services.
7. Confidentiality.

**SCHOOL BOARD,
SUPERINTENDENT
&
HIGH SCHOOL
POLICES**

*All policies are subject to change. All changes
are available on the school's website...*

www.oceansideschools.org

3108.1 HAZING

I. Purpose

The purpose of this policy is to provide a safe learning environment for students and staff that is free from hazing and that promotes respect, civility, and dignity. Hazing activities of any type are inconsistent with the educational goals of the District and are prohibited at all times. Moreover, it is the policy of the District that no student or adult will participate in or be members of any secret fraternity, sorority, athletic team, club or organization that is in any way related to the school or to a school district activity which engages in any form of hazing.

II. General Policy Statements

- A. No student, teacher, coach, administrator, volunteer, contractor or other employee of the District shall permit, condone or tolerate hazing.
- B. No student, teacher, coach, administrator, volunteer, contractor or other employee of the District shall plan, direct, encourage, aid or engage in hazing.
- C. The District strictly prohibits students from engaging individually or collectively in any form of hazing or related initiation activity on school property, in connection with any school activity or involving any person associated with the school, regardless of where it occurs.
- D. Consistent with the District's Code of Conduct, any student who participates in hazing or related initiation activity will face immediate disciplinary action, up to and including suspension, expulsion, exclusion, and loss of the privilege of participation in extracurricular activities.
- E. Students who participate in hazing may also be referred to appropriate law enforcement authorities and may face subsequent criminal prosecution.

- F. Consent is no defense to a charge of hazing. Apparent permission or consent by a person being hazed does not lessen the prohibitions or penalties contained herein.
- G. This policy applies to behavior that occurs on or off school property, and during, before and after school hours.

III. Definitions

- A. "Hazing" means intentionally or recklessly committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization whether school sponsored or not, or for any other purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, paddling, electronic shocking or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to extreme weather conditions, confinement in a restricted area, excessive calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school, such as morally degrading

or humiliating games, pranks, stunts, practical jokes or any other activities that make a student the object of amusement, ridicule, embarrassment, humiliation or intimidation.

5. Requiring personal servitude.
 6. Requiring students to wear uncomfortable, ridiculous, or embarrassing clothing or underclothing and/or causing indecent exposure or any other gross and lewd behavior involving nudity.
 7. Requiring students to participate in acts of vandalism, theft, assault, sexual acts or other criminal activity.
 8. Subjecting an individual to cruel or unusual psychological conditions for any reason.
 9. Compelling an individual to participate in any activity which is perverse, publicly indecent, contrary to the individual's genuine moral or religious beliefs or contrary to the rules, policies, and regulations of the District.
 10. Any activity that causes or requires the student to perform a task that involves violation or state or federal law or of school district policies or regulations.
- B. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.
- C. The terms "hazing" and "related initiation activity" do not include the ordinary physical activity of customary athletic events, tryouts, intramural activities, or other similar student contests or competitions.
- D. Superintendent will develop guidelines as to the following:

1. Totality of the circumstances in determining whether a particular activity constitutes hazing and warrants discipline under this policy.
2. Reporting Requirements to appropriate administrative personnel.

IV. School District Action

- A. Upon receipt of a complaint or report of hazing, the District shall undertake or authorize an investigation by school district officials or a third party designated by the District. The District may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- B. Upon completion of the investigation, the District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, reporting to local police authorities, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable State and Federal statutes, District policies and regulations.
- C. The District will discipline or take appropriate action against any student, teacher, administrator, coach, paraprofessional, volunteer, contractor or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

V. Policy Dissemination

This policy shall be published in student, parent, and employee handbooks, the District Code of Conduct and/or other appropriate school publications as directed by the Superintendent.

In addition, each principal, athletic coach and all other extracurricular advisors and supervisors shall inform his/her students about this policy at the beginning of each school year, and prior to the beginning of each team or group's activities for the year. Each student participating in extracurricular activities shall be required to sign a written statement of his/her awareness of this policy as a condition for participation.

Legal Ref: NYS Penal Law §§120.16 – 120.17
Approved 11/15/04

3108.2 – HARASSMENT/ BULLYING/ DIGNITY FOR ALL STUDENTS

The Board of Education (“Board”) of the Oceanside Union Free School District (“District”) is committed to providing an educational and working environment that promotes respect, dignity and equality for all. The Board recognizes that discrimination, such as harassment, hazing and bullying, whether in person, in print, or electronically, is detrimental to student learning and achievement. These behaviors interfere with the mission of the District to educate its students and disrupt the operation of the schools. Such behavior affects not only the students or employees who are targeted individuals but also those individuals who participate and witness such acts.

The Board expects students to conduct themselves in an appropriate manner for their respective levels of development, maturity and demonstrated capabilities, with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment. The Board believes that the most positive school climate is one which is culturally sensitive and which models positive behavioral interactions that clearly show there is no tolerance for antisocial behaviors such as bullying, harassment and discrimination.

To this end, the Board condemns and strictly prohibits all forms of discrimination by District employees, students and volunteers against

students, whether in person, in print, or electronically, including but not limited to harassment, hazing and bullying which may occur on school property, school grounds, school buses, using District-owned property, or at a school-sponsored function conducted on or off school property. The Board also strictly prohibits any harassment including hazing, bullying, cyber-bullying and sexting that occurs off-campus and endangers the health and safety of students or staff members; substantially disrupts the educational process, or creates a reasonably foreseeable risk of such disruption. Conduct which is of such a severe nature that it either has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property, is expressly prohibited. When harassment is of a sexual nature, Policy Nos. 4501 and 5118 provide additional information and clarification on student, staff and District responsibilities in this area.

The Board authorizes the Superintendent of Schools to establish such rules, regulations and procedures necessary to implement and maintain this policy. The Superintendent is directed to develop and implement regulations for reporting, investigating and remedying allegations of sexual harassment. These regulations are to be attached to this policy.

I. Policy Dissemination

This policy, or a plain language summary, shall be published in student registration materials, student, parent and employee handbooks, and posted on the District's website.

All students and employees shall be informed of this policy in student and employee handbooks, on the District website and student registration materials. A poster summarizing the policy shall also be posted in a prominent location at each school.

All employees shall receive information about this policy and accompanying regulation at least once a year.

Principals in each school shall be responsible for informing students and staff on a yearly basis of the terms of this policy, including the procedures for filing a complaint and information about the impact of bullying on the target and bystanders.

II. Definitions

A. Harassment and Bullying

Harassment has been defined in various ways in federal and state law and regulation. The Board recognizes that these definitions are important standards, but the Board's goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment and bullying as the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyber-bullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression)

- Gender identity is one's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.
- Gender expression is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice or mannerisms.

The term "threats, intimidation or abuse" shall include verbal and nonverbal actions.

Bullying is subsumed under the term “harassment,” and is more specifically defined as intentional and aggressive behavior that involves an imbalance of power or strength and is usually, but not always, repeated over time. It is understood to be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. Bullying is understood to describe a range of hostile activity or misbehaviors such as harassment, hazing, intimidation or discrimination, which harm or induce fear through the threat of further aggression and/or creates terror. It may be subtle or easy to identify, done by one person or a group. Bullying behavior is usually repeated, or has the potential of being repeated, over time. Additionally, bullying generally involves the following characteristics:

1. **Power imbalance** - occurs when a bully uses his/her physical or social power over a targeted individual.
2. **Intent to harm** - the bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity.
3. **Threat of further aggression** - the bully and the target believe the bullying will continue.
4. **Repetition** – bullying behaviors generally happen more than once or have the potential of happening more than once.
5. **Terror** - when any bullying increases, it becomes a “systematic violence or harassment used to intimidate and maintain dominance.”

There are at least three kinds of bullying: verbal, physical and social/relational. Bullying may be in person, in print, or electronically (i.e. cyber-bullying).

1. **Verbal bullying** includes but is not limited to, name calling, insulting remarks, verbal teasing, frightening phone calls, violent threats, extortion, taunting, gossip, spreading rumors, racist slurs, threatening electronic communications (“cyber-bullying”), anonymous notes, etc.
2. **Physical bullying** includes but is not limited to, poking, slapping, hitting, tripping or causing a fall, choking,

kicking, punching, biting, pinching, scratching, spitting, twisting arms or legs, damaging clothes and personal property, or threatening gestures.

3. **Social or relational bullying** includes but is not limited to, excluding someone from a group, isolating, shunning, spreading rumors or gossiping, arranging public humiliation, undermining relationships, teasing about clothing, looks, giving dirty looks, aggressive stares, etc.

B. “Cyber-bullying” means the use – either on or off school property – of electronic information technology, including but not limited to the Internet, email, instant messaging services, chat rooms, blogs, cell phones, pagers, PDAs, gaming systems and social media websites, to deliberately harass, threaten or intimidate others. Cyber-bullying may involve sending mean, vulgar or threatening messages or images; posting sensitive or private information about another person on an Internet site; pretending to be someone else in order to speak harmful untruths about that other person; or intentionally excluding someone from an Internet-based group or activity.

C. Discrimination

Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (*as listed under Harassment & Bullying as defined in section A above*). Discrimination is also discrimination against any student by a student or students and/or an employee or employees on school property or at a school function including, but not limited to, discrimination based on a person’s actual or perceived race, color, creed, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, marital status, socio-economic status, class or club affiliation or other distinguishing characteristics.

D. Hazing

Hazing is an induction, initiation or membership process, intentional or reckless, against another student, or coercing a

student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization whether school-sponsored or not, or for any other purpose involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

- E. “Disability”** means: (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques; or (b) a record of such an impairment; or (c) a condition regarded by others as such an impairment.
- F. “Employee”** means any person receiving compensation from the District. This term also includes any employee of a contracted service provider or worker placed within a public school in the District under a public assistance employment program pursuant to the Social Services Law (Art. 5, Title 9-B), and consistent with the provisions of such law and any applicable contract, provide services involving direct student contact.
- G. “Gender”** means actual or perceived sex and includes a person’s gender identity or expression.
- H. “School Bus”** means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.
- I. “School Function”** means a school sponsored extracurricular event or activity that takes place either on or off school property.
- J. “School Property”** means in or within any building, structure, athletic playing field, playground, parking lot, or land

contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus.

- K. “Sexting”** means the sending, receiving or forwarding of sexually provocative nude or nearly nude photos or messages through text message, email, or another method of information technology as described in the definition of “cyber-bullying,” which can be used to hurt, harass and humiliate others.
- L. “Sexual Orientation”** means actual or perceived heterosexuality, homosexuality or bisexuality.
- M. “Gender”** means actual or perceived sex and includes a person’s gender identity or expression.
- N. “Volunteer”** means any person, other than an employee, who provides services to either the District or a public school within the District, which involve direct student contact.

III. Implementation of this Policy

A. Dignity Act Coordinator

In order to implement this policy, prior to the Board’s annual organization meeting, the Principal of each school building must designate at least one individual who will serve the role of the school building Dignity Act Coordinator (“DAC”). At its annual organizational meeting, the Board will approve the designations of at least one DAC at each school building. It is within the Board’s discretion to approve the designations of more than one DAC for each school building. The building-level DACs will be responsible for enforcing this policy and accompanying regulations for their respective school buildings. At its annual organizational meeting, the Board will also designate a District-wide DAC who will be responsible for coordinating and enforcing this policy to ensure consistency in its implementation across the District. All DACs should be thoroughly trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), and sex. The role of the building-level DACs will be to coordinate and enforce this policy, including:

- Providing professional development for staff members,
- Facilitating the complaint process, and
- Managing of the Dignity Act’s civility curriculum components.

In the event the DAC vacates his or her position, another school employee shall be immediately designated by the respective school Principal for an interim appointment as the DAC, pending approval of a successor DAC by the Board within thirty (30) days of the date the position was vacated.

In the event a DAC is unable to perform the duties of his or her position for an extended period of time, another school employee shall be immediately designated for an interim appointment as the DAC, pending return of the previous DAC to his or her duties as the DAC.

B. Training

The Board recognizes that in order to implement an effective bullying prevention and intervention program, professional development is needed. The Superintendent, DACs and the designated administrators at each school building will ensure that training is incorporated to support this program in new teacher orientation and the annual professional development plan or any other training for school employees, as needed. Training is intended to (a) raise awareness and sensitivity to potential acts of discrimination and/or harassment directed at students that are committed by students and/or school employees on school property or at a school function; including, but not limited to discrimination and/or harassment based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex; and (b) enable employees to prevent and respond to incidents of discrimination and/or harassment.

Training opportunities will be provided to all staff, including but not limited to bus drivers, cafeteria and hall monitors and all staff who have contact with students. Staff who are contracted service providers having contact with students (e.g. bus drivers, cafeteria and hall monitors) may provide satisfactory proof (e.g. program curriculum, certificate of

completion of the DASA-related program) of their receipt of training in the areas required under this policy in lieu of participating in the District-sponsored training programs. All District employees, staff, and/or volunteers who have contact with students must have training in accordance with this policy.

The designated administrators at each school building will be trained in accordance with state requirements and will continue their professional development so as to successfully support this policy and program.

C. Prevention

Prevention is the cornerstone of the District's effort to address bullying and harassment. The school setting provides an opportunity to teach children, and to emphasize among staff, that cooperation with and respect for others are key District values. A program geared to prevention is designed to not only decrease incidents of bullying but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Staff members and students will be sensitized, through District-wide professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur. Curricular material that raises awareness and sensitivity to discrimination or harassment and civility in the relationships of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, sexes or gender expression or identities will be included in the instructional program K-12.

D. Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building.

Successful intervention may involve remediation. Remedial responses to bullying and harassment include measures

designed to correct the problem behavior, prevent another occurrence of the behavior and protect the targeted individual. Remediation may be focused on the individual(s) involved in the bullying behavior or environmental approaches which are targeted to the school or District as a whole.

In addition, intervention will focus upon the safety of the targeted individual. Staff is expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy and regulation.

E. **Reporting**

Although it can be difficult to step forward, the District cannot effectively address bullying if incidents are not reported. In order to effectively enforce this Policy and take prompt corrective action, the Board encourages all victims and persons with knowledge of any type of harassment to report such behavior immediately to the Superintendent, school Principal or school DAC. At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying this policy. Reports may be made either verbally or in writing. Prior to taking any formal disciplinary action, the District is responsible for verifying the substance of the allegation by conducting a thorough investigation.

If a school employee witnesses conduct prohibited by this policy, or receives an oral or written report of conduct prohibited by this policy, the employee must promptly notify the Superintendent, school Principal or school DAC not later than one (1) school day after such school employee witnesses or receives a report of conduct prohibited under this policy, and must file a written report with the Superintendent, school Principal or school DAC not later than two (2) school days after making such oral report.

If a staff person is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with his/her supervisor. Incidents will be included in the Violent and Disruptive Incident Reporting (VADIR) system, when applicable.

The DAC is responsible for the thorough investigation of all reports of conduct prohibited by this policy, and to ensure that such investigation is completed promptly after receipt of any reports made under this policy.

The results of the investigation shall be reported back to both the targeted individual and the accused in accordance with the accompanying regulations. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the regulations that accompany this policy.

In consultation with the appropriate DAC, the school Principal will make a regular report on data and trends related to conduct prohibited by this policy occurring in his or her respective school, to the Superintendent.

F. Investigating and Responding to Allegations of Staff-to-Student Harassment and/or Discrimination

In the case of a report of alleged staff-to-student harassment and/or discrimination, reporting, investigation, and response must follow all applicable school and/or district policies and procedures, including contractual provisions and due process obligations related to staff-to-student misconduct.

G. Disciplinary Consequences/Remediation

While the focus of this policy is on prevention, bullying acts may still occur. In these cases, offenders will be given the clear message that their actions are wrong and the behavior must improve. Student offenders will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action will be taken by the administration in accordance with the District's Code of Conduct, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted by the Superintendent, school Principal, or DAC.

Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history

of problem behaviors, and must be consistent with the District's Code of Conduct.

Remedial measures may include, but are not limited to: peer support groups, corrective instruction, supportive intervention, behavioral assessment or evaluation, behavioral management plans, student counseling and parent conferences, and/or discipline.

If, after appropriate investigation, the District finds that an employee or third party has violated this Policy, prompt, corrective action will be taken in accordance with the applicable collective bargaining agreement, District policy, and state law.

H. Provisions for Students Who Do Not Feel Safe at School

The Board acknowledges that, notwithstanding actions taken by District staff, intervention might require a specific, coordinated approach, if a student does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of incidents of discrimination, harassment, bullying, taunting or intimidation should determine if accommodations are needed in order to help ensure the safety of the student and bring this to the attention of the DAC, building Principal or other appropriate staff. The DAC, building Principal, other appropriate staff, the student and the student's parent or guardian will work together to define and implement any needed accommodations.

The District recognizes that there is a need to balance accommodations that enhance student safety against the potential of further stigmatizing the targeted student. Therefore, each case will be handled individually, and the student, parent or guardian, and school administrator will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

I. Retaliation Prohibited

All complainants and those who participate in the investigation of a complaint in conformity with state law and District policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind. However, any person who knowingly and deliberately makes a false report of harassment pursuant to this Policy shall be subject to appropriate disciplinary action

State law provides immunity from civil liability for any person having reasonable cause to suspect that a person has been subjected to discrimination or harassment by an employee or student, on school grounds or at a school function.

Any act of retaliation against any person who opposes bullying behavior, or who has filed a complaint, is prohibited and illegal, and therefore subject to disciplinary action. Likewise, retaliation against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing of a bullying complaint is prohibited. For purposes of this policy, retaliation includes but is not limited to: verbal or physical threats, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, and any other form of harassment. Any person who retaliates is subject to immediate disciplinary action up to and including suspension or termination.

IV. Reporting and Annual Review

Each year, as part of the annual review of the Code of Conduct, this policy will be reviewed to assess its effectiveness and compliance with state and federal law. If changes are needed, revisions will be recommended to the Board for its consideration.

Each year, all school employees, students and parents will be provided with a written or electronic copy of this policy, or a plain-language summary thereof, including notification of the complaint process indicated in this policy.

The Board will receive the annual VADIR report, for each building and for the District as whole, with particular attention to the trends in the incidence of bullying. In addition, on an annual basis, the Board will receive a more detailed report of the number of bullying incidents that occur, disaggregated by school, student

demographic information and type of incident. Based on the review of the data, the Board may consider further action, including but not limited to modification of this policy and additional training.

Ref: Dignity for All Students Act, Education Law, §10 – 18
Americans with Disabilities Act, 42 U.S.C. §12101 *et seq.*
Title VI, Civil Rights Act of 1964, 42 U.S.C. §2000d *et seq.*
Title VII, Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq.*; 34 CFR §100 *et seq.*
Title IX, Education Amendments of 1972, 20 U.S.C. §1681 *et seq.*
§504, Rehabilitation Act of 1973, 29 U.S.C. §794
Individuals with Disabilities Education Law, 20 U.S.C §§1400 *et seq.*
Executive Law §290 *et seq.* (New York State Human Rights Law)
Education Law §§313(3), 3201, 3201-a
Tinker v. DesMoines Independent Community School Dist., 393 US 503, (1969) *Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999)
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Industries v. Ellerth, 524 U.S. 742 (1998)
Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)
Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

Adopted: 11/19/07
Amended: 8/21/12

ELIGIBILITY POLICY FOR CO-CURRICULAR ACTIVITIES

It is the policy of the Oceanside School District to promote student involvement in the wide variety of co-curricular activities available. Such co-curricular activities as inter-scholastic athletics, clubs, or after-school programs can enrich students' educational experiences.

Such participation provides students the opportunity to develop their own interest and their ability to work cooperatively in groups. Participating students should be made aware of eligibility standards requiring that they maintain acceptable levels of

attendance, academic performance and positive behavior standards. Such eligibility standards shall be applied equally to all student participants. Students should be made aware of the clear expectations and should receive the support necessary to meet those expectations.

The Superintendent's Regulations should state specific eligibility criteria that foster and encourage participation in co-curricular activities, good attendance, academic success, and positive behavior. All co-curricular activities shall be available to all students regardless of sex, race, religion, national origin, handicaps, or other human conditions.

Grades 9-12

The regulations stated here apply to all students involved in the Co-curricular and Interscholastic Athletic programs in grades 9-12. These regulations do not apply to credit bearing activities or activities related to that which appears on the grades 9-12 transcript.

- I. Students absent from school may not participate in an after school activity on that day. To participate, a student must be present in school by 11:00 a.m. It is the principal's responsibility to establish appropriate procedures to keep coaches and advisors informed of the classroom and school attendance of the students participating in after-school activities. It is the coach's/advisor's responsibility to share this information with the students in an effort to improve student attendance in school and class and to increase student learning.
- II. If a student violates the school's rules of behavior and the behavior results in either an in-school or out-of-school suspension from one to five days' duration, the student is also suspended from up to five days of any after school, weekend, and/or recess activity that he or she is involved with at that time.
 - a. In addition, any suspension from co-curricular activities must include at least one but not more than two suspensions from major contests, debates,

performances or games, even if this activity occurs after the school suspension period.

- b. If the violation of school rules involves alcohol or drugs (controlled substances), it is further required that:
 - 1. the student will attend a meeting with a member of the pupil personnel team;
 - 2. the student will attend appropriate counseling;
 - 3. the student and parents will meet with the Principal or Associate Principal and the advisor/coach; and

Students who fail to comply with the above mandates may be precluded from participation in co-curricular activities.

A student with two infractions may not be a participant in after school activities for one calendar year.

- III. To support our primary mission--schooling--it is the responsibility of each student who participates in co-curricular activities, and who falls into probation by achieving less than a 65 average in any subject, to:

- a. distribute and collect the bi-weekly academic report sheet from each of their teachers and give this report (which is designed to communicate academic progress) to their coach/advisor when they fall into probation;
- b. demonstrate commitment to attend at least one available extra help session in any class in which they have an average below 65;
- c. show certification of item B above on the bi-weekly academic report; and
- d. continue attending needed extra help until all grades are 65 or above.

Failure to comply with A-D for two consecutive academic reports will result in ineligibility to participate in co-curricular activities until an academic report

demonstrates compliance.

It is the principal's responsibility to develop an appropriate bi-weekly "Academic Report Form" and "Probation Letter" and to ensure their use and adherence to the intent of this regulation. It is the responsibility of the Principal to establish, in collaboration with the teaching staff, appropriate communication procedures which will ensure the success of this effort.

It is the coach's/advisor's responsibility to diligently collect the bi-weekly academic reports of students on probation and use this information with the students in an effort to improve student academic success.

The principal or the coach/advisor shall contact the parent or parents to enlist their support in the efforts of the school personnel to help the affected child reach excellence by parents' providing quiet study time and all necessary materials, as well as maintaining regular contact with their child's teachers.

- IV. Students affected by the above regulations will have the right to appeal from a determination of ineligibility. There is to be an Appeal Board composed of the High School Principal, the appropriate administrative Director, Student Projects Director, a coach or advisor of an activity other than the activity in which the student is involved, and a teacher who is not a coach or advisor. The Principal is responsible for establishing appropriate procedures for:
 - a. ensuring student and parent timely access to the appeals process;
 - b. working with the teacher representatives in establishing a list of available teacher panelists; and
 - c. conducting the appeals process in a timely and meaningful manner.
- V. These regulations should be reviewed annually.

HOMEWORK POLICY

Homework will be considered a necessary part of the learning process and a legitimate demand on the non-class time of students. Generally, homework should provide sufficient practice time to master the subject matter of the course. A home assignment should be an extension of clearly defined school activities and should be appropriate to the age, ability and independent level of students. Teachers should assign meaningful homework which fosters lesson enrichment, application, review and the practice of skills which have been previously taught and learned. Homework should also provide an opportunity for open-ended individual activities encompassing a variety of levels for suitable response and a variety of activities and products. While students should assume the major responsibility for completing homework assignments, parents should be encouraged to take an active interest in students' homework.

SUPERINTENDENT'S REGULATIONS: Homework Policy

Recommended Average Homework Time:

Middle School

Grades 7,8..... 60 to 120 minutes per day for four days a week

Oceanside High School

Castleton

Grades 9,10,11,12..... two to three hours per day for four or five days a week

All Grade Levels Additional assignments at the teacher's discretion

Instructional/Vocal Music:

Middle School / Oceanside H.S..... 45 to 60 minutes per day.

OHS Castleton

Guidelines for Effective Homework Assignments:

- Homework should be an appropriate extension of classwork.
- The assignment and its purpose should be clearly stated. Homework should be as carefully planned as

any classroom activity.

- When appropriate, guided practice should take place in the classroom to prepare for homework; homework itself should not be done during class time.
- At the beginning of the term, the teacher should always make clear to the students his/her policy regarding the grading of homework and its effect on the final grade.
- Although it may not be necessary to correct all homework, it is always necessary to ascertain that the desired learning has taken place. (The important question is, "Have they learned?" rather than, "Have they done it?")
- Assignments requiring a prompt teacher response to be effective should be corrected as soon as possible.
- Some assignments, however, may include independent exploration into new topics.
- Homework should not be assigned if there has not been adequate time to prepare the students; nor should it be assigned for disciplinary purposes.
- Complex, long-range assignments should incorporate appropriate structure and guidelines including a sequence of tasks and frequent progress reviews.
- Individual or small group assignments are often desirable in meeting the needs of students.
- Students should be taught how to study before they are expected to work independently; therefore, the teacher should plan with the students not only what to do but how to do it.

Outcomes of Homework

Effective homework assignments should:

- Strengthen basic skills

- Develop initiative, responsibility and self-direction
- Build independent study skills
- Teach budgeting of study time

SUPERINTENDENT'S REGULATIONS

Students are expected to comply with all State Laws, School Board policies, the district's established bus policies, and school rules.

Generally, student discipline should be progressive (e.g., a student's first violation should receive a less severe consequence than the second).

ACQUIRED IMMUNE DEFICIENCY SYNDROME DISTRICT POLICY

The Board of Education of the OCEANSIDE UNION FREE SCHOOL DISTRICT recognizes the need to continue to provide our students and staff with a safe school environment, preserving and enhancing the quality of life for each. THE BOARD OF EDUCATION also recognizes the public concern over the spread of Acquired Immune Deficiency Syndrome, and the admission or continued attendance of any student or staff who are infected with these diseases.

The Board further recognizes the need for medical expertise, working in conjunction with the child's parents or guardians when considering AIDS Related Issues and the right of privacy of either student or staff consistent with the New York State Law and any special precautions necessary to protect both the individual and those with whom he or she may come in contact.

It is important to note that the school district's procedures only apply when the student or employee voluntarily consents to submit to examination and referral to the Medical Review Panel. Requiring a student or employee to submit to an examination is contrary to law. Furthermore, the law requires such consent to be "informed consent." Under newly enacted provisions of the Public Health Law, testing for HIV infection, with certain narrow exceptions, may be done only with the written informed consent of the test subjects or, in the case of a child under 18, the child's

parent or guardian. Specifically, under the statute (Public Health Law S2781), "informed consent" requires that the individual be informed in advance not only regarding the nature of the test and the nature of AIDS and HIV related illness, but also of the availability of anonymous testing and of discrimination problems that disclosure of the test results could cause. In addition, other than exceptions not pertinent herein, the test results may only be disclosed to persons to whom the individual has specifically authorized that the results be given.

It may be that an individual would not voluntarily consent to testing and to the disclosures necessary for the Board to take specific precautionary measures. Nevertheless, in the event that such informed consent is provided, the Board Policy on AIDS regarding students and employees will apply.

Definitions

The term "infected student" as used in these guidelines shall mean both (a) a student who has been diagnosed as having AIDS, and (b) a student who has been infected by the AIDS virus but who has not developed any of the symptoms of AIDS. The term "infected employee" as used in these guidelines shall mean both (a) an employee who has been diagnosed as having AIDS, and (b) an employee who has been infected by the AIDS virus but who has not developed any of the symptoms of AIDS.

Medical Basis For Policy

Based on the American Academy of Pediatrics guidelines:

1. The AIDS virus has been documented to be transmitted by three routes: sexual intercourse, parental inoculation of blood, and congenital or perinatal transmission from a woman to her fetus or newborn.
2. No studies have reported transmission of AIDS virus by urine, feces, saliva, tears, or sweat.
3. The risk of AIDS infection to health-care workers who are taking care of persons who have AIDS or are infected with the AIDS virus are extremely low.

4. Studies of household contacts of AIDS patients have failed to document infection transmission.

5. Screening for AIDS virus infection of all individuals is not justified.

The implementation of this policy is set forth in the Superintendent's Regulations on Acquired Immune Deficiency Syndrome.

SUPERINTENDENT'S REGULATIONS: Acquired Immune Deficiency Syndrome Policy (Excerpts)

The following guidelines shall apply in dealing with students and school employees who have provided informed consent to be tested for AIDS or AIDS-related diseases. These guidelines have been established on the basis of presently available medical information.

The terms "infected student," "infected employee," and "infected individual", as used in these guidelines, apply both (a) to persons who have been diagnosed as having AIDS and (b) to persons who have been infected by the AIDS virus.

Students

If a student, or if under 18 his/her guardian, consents to be tested and submits to the District's procedures, the following steps shall be taken.

Assuming the student consents, he/she shall be referred to an appropriate medical authority for testing. The results of the tests shall be submitted to the student's parents, the Superintendent of Schools and the School's designated medical officer. The District's team, which shall consist of the Superintendent and/or his designees on a case by case basis, shall meet with the Nassau County Medical Center's Medical Review Panel to review the test results and discuss possible ramifications.

The District's team shall consult with the Medical Review Panel in order to determine whether the student's participation in the educational program of the District should be restricted in any

way.

The District's team shall communicate the recommendations to the student and his/her guardian for implementation.

Consistent with HIV Confidentiality Law, the recommendations would be forwarded to the Board of Education for action.

Confidentiality

Any employee who becomes aware that an employee or student is infected with the AIDS virus or has AIDS, shall respect the individual's right to privacy and shall maintain strict confidentiality of the records regarding said individual. Except as otherwise required by law, the identity of an infected individual and the identity of an individual who is believed to be an infected individual shall not be disclosed.

Review Procedure

These guidelines have been established on the basis of presently available medical and legal information. They should be reviewed by the Board of Education and revised as necessary to reflect new medical and legal information regarding AIDS.

QUESTIONS ABOUT THESE REGULATIONS

Questions about these Regulations should be referred to the Superintendent or his designee.

SUPERINTENDENT'S REGULATIONS: Sexual Harassment of Students

A student can be subject to sexual harassment by a student, employee, board member or any individual who foreseeably might come in contact with the student on school grounds or at school activities. Sexual harassment experienced by students is not always easily recognized. The following are examples of sexual harassment one should be aware of when dealing with a complaint of alleged sexual harassment:

1. unwanted sexual behavior, which may include touching, verbal comments, sexual name calling, spreading sexual rumors, gestures, jokes, picture, leers, overly personal conversation, cornering or blocking student's movement, pulling at clothes, attempted rape and rape;
2. a female student in a predominantly male class subjected to sexual remarks by students or teachers who regard the comments as joking and part of the usual classroom environment;
3. impeding a girl's progress in classes, such as technology, by hiding her work, questioning her ability to handle the work or suggesting she is somehow "abnormal" for enrolling in such a class;
4. purposefully limiting or denying female students access to educational tools, such as computers;
5. teasing a male student about his enrollment in a career/ technological education class.

Definition

Employee shall mean all persons employed by the district as well as volunteers.

Procedures

The Board of Education shall designate the district's Title IX officer as the individual responsible for monitoring compliance with the district's policy and Superintendent's regulations regarding sexual harassment of students. The Superintendent of Schools shall notify all students and employees of the name, office address and telephone number of this officer. In addition, the Board through this regulation has established procedures that provide for prompt investigation and equitable resolution of student sexual harassment complaints.

The Superintendent shall implement specific and continuing steps to notify students, parents, employees, and prospective students or employees that the school district does not

discriminate on the basis of sex in the educational programs or activities which it operates as required by Title IX. Such notification may include publication in: local newspapers; newspapers and magazines operated by the district or by student, alumnae, or alumni groups for or in connection with the district; and memoranda or other written communications distributed to every student and employee.

Students who believe they have been subjected to sexual harassment are to report the incident to the Compliance Officer. The Compliance Officer shall notify the Building Principal and the Superintendent of all complaints. The student can pursue his/her complaint informally or file a formal complaint.

All reports of sexual harassment will be held in confidence subject to all applicable laws and any relevant provisions found in the district's policy manual and collective bargaining agreements.

Consistent with federal and state law, and all applicable provisions contained in the district's collective bargaining agreements, the following procedures shall be employed in handling any report, investigation and remedial action concerning allegations of sexual harassment.

Investigation of a Complaint

Upon receipt of a formal or informal complaint, a prompt, thorough and impartial investigation of the allegations must follow. This investigation is to be conducted diligently. All witnesses shall be interviewed and if requested, the complainant shall speak with an individual of the same sex. Complainants are to be notified of the outcome of the investigation.

Informal Complaints

In addition to notification to the Compliance Officer, students who believe they have been subjected to sexual harassment may request that an informal meeting be held between themselves (the complainant and alleged harasser) and the Building Principal or Superintendent. The student may also request a meeting with a counselor or administrator of the same sex. Parents or guardians of the student shall be notified of their right

to attend the interview with their child. The purpose of such a meeting will be to discuss the allegations and remedial steps available.

The Building Principal or Superintendent will then promptly discuss the complaint with the alleged harasser. The alleged harasser shall be informed of his/her right to representation by counsel. Should the alleged harasser admit the allegations, the Building Principal or Superintendent is to obtain a written assurance that the unwelcome behavior will stop. Depending on the severity of the charges, the Building Principal or Superintendent may impose further disciplinary action. Thereafter, the Building Principal or Superintendent is to prepare a written report of the incident and inform the complainant of the resolution. The complainant is to indicate on the report whether or not he/she is satisfied with the resolution.

If the complainant is satisfied with the resolution, the incident will be deemed closed. However, the complaint may be reopened for investigation if a recurrence of sexual harassment is reported. The Building Principal or Superintendent is to inform the complainant to report any recurrence of the harassment or any retaliatory action that might occur. Should the complainant be dissatisfied with the resolution, he/she is to file a formal written complaint.

If during the Building Principal or Superintendent's informal attempt to resolve the complaint, the alleged harasser admits the allegations but refuses to give assurance that he/she will refrain from the unwelcome behavior, the Building Principal or Superintendent is to file a report with the next appropriate level in the complaint procedure. The report is to indicate the nature of the complaint, a description of what occurred when the Building Principal or Superintendent informed the alleged harasser of the allegations against him/her, the harasser's response to the allegations, and a recommendation that stronger corrective measures be taken. This report should be accompanied by the student's formal complaint.

Should the alleged harasser deny the allegations, the Building Principal or Superintendent is to inform the complainant of the denial and request a formal written complaint to file with his/her report to the next level of management on what has transpired to date. If the complainant submits a formal complaint, a copy of

the complaint shall accompany the Building Principal's or Superintendent's report with a recommendation for further action.

Formal Complaints

Formal complaints may be submitted either to initially report any incidence of sexual harassment, or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. In the latter case, the formal written complaint is to be submitted to the Building Principal or Superintendent originally consulted, who will then forward it to the next appropriate level of management, e.g., the Superintendent or the Board of Education, for appropriate action.

The formal written complaint will consist of any appropriate forms and a copy of any applicable Building Principal or Superintendent reports. The appropriate forms solicit the specifics of the complaint, e.g., date and place of incident, description of sexual misconduct, names of any witnesses, and any previous action taken to resolve the matter.

The Superintendent or the Board shall take immediate, appropriate and corrective action upon a determination of sexual harassment. The Superintendent or the Board shall notify the complainant of any findings and action taken.

Remedial Action

If the investigation reveals that sexual harassment has occurred, appropriate sanctions will be imposed in a manner consistent with any applicable law, district policies and regulations and collective bargaining agreements. Depending on the gravity of the misconduct, sanctions may range from a reprimand up to and including dismissal of an employee or suspension of a student.

Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law and consistent with any applicable provisions in the district's policy manual or collective bargaining agreements. If the investigation reveals that no sexual

harassment has occurred, or if the complainant is not satisfied with the remedial action taken after a finding of sexual harassment, the complainant may appeal to the next appropriate level in the complaint procedure. The appeal must include a copy of the original complaint, all relevant reports, the specific action being appealed, and an explanation of why the complainant is appealing.

Post Remedial Action

Following a finding of sexual harassment, victims will be periodically interviewed by the appropriate supervisory personnel to ensure that the harassment has not resumed and that no retaliatory action has occurred. In the discretion of the district, these follow-up interviews will continue for an appropriate period of time. A report will be made of any victim's response. Even in the event that a sexual harassment complaint is deemed to be unfounded the Title IX Compliance Officer or his designee will meet with the individuals involved and review the district's policy on sexual harassment.

Complaint Records

Upon substantiation, copies of resolution reports will be filed with the student or employment records of both the complainant and the alleged harasser.

Investigation in the Absence of a Complaint

The Board will, in the absence of a victim's complaint, ensure that an investigation is commenced by the appropriate individuals, upon learning of, or having reason to suspect, the occurrence of any sexual harassment.

Notification to Compliance Officer

The Compliance Officer should be notified of the results of investigations of informal and formal complaints.

Notification to Staff

This policy and regulations shall be distributed and reviewed

annually with staff at faculty or staff meetings.

Notification to Students

Students will be provided with age-appropriate information regarding sexual harassment.

HOMEBOUND INSTRUCTION DISTRICT POLICY

Homebound instruction is a service provided to students who are unable to attend school due to medical, emotional or disciplinary problems. Students receive credit for their work while on homebound instruction.

Provisions for Home Instruction Grades 1-8

Home instruction shall be provided upon approval by the School District for Grades 1-8 under any of the following conditions.

1. It is certified by an attending physician that a pupil will be unable to attend school for at least four (4) weeks and that the pupil is physically able to accomplish the school work at home;
2. A pupil is absent for a period of two (2) weeks, and when an attending physician certifies that the absence is due to illness and that the pupil is able to accomplish the school work at home;
3. It is certified by an attending physician that there is a recurrence of an illness during which home instruction was granted previously; the period of absence may be reckoned from the date of the original absence for the purpose of granting further home instruction;
4. A pupil is administratively suspended from school;
5. Upon Board of Education approval of CSE recommendation;

SUPERINTENDENT'S REGULATIONS: Homebound Instruction

1. A student attending elementary school (grades 1-6) is eligible for a maximum of five hours per week of home instruction.

A student attending middle school (grades 7 & 8) is eligible for a maximum of five hours of home instruction per week. Middle school students taking high school courses are eligible for an additional one hour of home instruction per week for each high school credit bearing course.

A student attending high school (grades 9-12) is eligible for a maximum of ten hours per week of home instruction.

2. Certification by an attending physician that the student is unable to attend school must be brought to the school nurse (grades 1-6) or guidance counselor (grades 7-12). The physician's note should indicate the reason for and length of time of homebound instruction.
 - a. Without the certification of the attending physician, homebound services will not be initiated.
 - b. If a child remains out of school for longer than expected, a new certification of the attending physician must be submitted in order to continue homebound services.
 - c. In cases of contagious illnesses, homebound instruction will not begin until receipt of a physician's note stating that the student is no longer contagious.
3. For elementary students, the school nurse will complete the homebound request form. The nurse will indicate whether or not the classroom teacher wishes to do the tutoring. The completed homebound request will be sent to the Homebound Instruction Office with the certification of the attending physician.

For students in grades 7-12, the guidance counselor will:

- a. Complete a homebound request form. The guidance counselor will submit the homebound request form along with the certification by attending physician to the Homebound Instruction Office.
 - b. When listing the subjects and course titles, the counselor will indicate whether or not the course is regents or local. For students taking high school courses, the guidance counselor must indicate on the teacher's copy whether or not the homebound instruction is going to be short-term (1-10 school days) or long-term (over 10 school days). This information will be helpful to the teachers when preparing homework for the students.
 - c. The guidance office will make copies of the homebound request form and put a copy in each teacher's mailbox. The teachers should indicate their willingness to tutor (by marking "yes/no" by their names) and return the form to the Homebound Instruction Office immediately.
4. Any In-District teacher who is interested in tutoring should contact the Homebound Instruction Office. If the classroom teacher agrees to do the tutoring, he/she is responsible for contacting the parent and making all necessary arrangements. The parent or guardian should be given a phone number in case of questions or cancellations. If the classroom teacher is not going to do the tutoring, he/she must send the student's work to the main office (grades 1-6) or guidance office (grades within 48 hours. All work and books must be clearly identified. In those cases in which long-term absence is indicated, the chairperson (grades 7-12) or principal (grades 1-6) will be responsible for coordinating the submission of student assignments.

If the person in charge of homebound instruction does not receive notice that the classroom teacher will tutor, an outside tutor will be assigned.

- a. The classroom teacher can request that all work be

submitted for grading. If this is not requested, the tutors will grade the student's work and return it to the teacher. All work must be returned to the classroom teacher.

- b. If the student is tutored for only a portion of a marking period, the tutor will submit a grade and a comment for the classroom teacher to incorporate within the classroom grade.
 - c. If a classroom teacher wishes to speak to the tutor, the teacher should call the homebound office and arrangements will be made.
 - d. When the tutor finishes the homebound sessions, a completion form will be sent to the classroom teacher indicating that all sessions have been completed.
5. The home instruction ceases when the child returns to school, except when medical documentation of a serious chronic illness or condition is provided to the school physician for his review and approval and then provided to the Superintendent prior to the opening of school each year or as soon thereafter as medical verification is available. In such cases in which a serious chronic illness is established, the Superintendent may authorize home instruction to be provided only for those absences occurring after the child has been absent more than 15 days without home instruction as a result of said condition or illness.
6. The school nurse (grades 1-6) or guidance counselor (grades 7-12) should notify the Homebound Instruction Office when a child returns to school.
7. A parent or guardian of 18 years of age or older must be at home during instruction.
8. The following situations will not be counted as homebound instruction time:
- a. If a session is missed due to the student's illness and prior notice is given to tutor.

- b. If a session is cancelled by the tutor.
- 9. The following situation will be counted as homebound instruction time: If a session is missed because of parental or student cancellation without prior notice.
- 10. Tutoring by in-district personnel is to be done after the end of the school day.
- 11. Complying with State regulations, there will be no instruction given on Saturdays, Sundays, Holidays, and Vacations.

In-Hospital Homebound Students

All procedures from the general instructions should be followed. This is additional information concerning only In- Hospital homebound instruction.

If a student is placed in a hospital for psychological or medical reasons, there are certain procedures to be followed:

- 1. An In-Hospital Homebound Request Form should be completed by the guidance counselor (7-12) or the nurse (1-6).
- 2. Many hospital facilities request work and books from the home school. It is the District's intent to comply with these requests. Once a teacher knows that a student is in the hospital, he/she should make arrangements for work and books to be available for student instruction. Work should be sent every week. If there is a problem supplying work on a long range basis, this must be discussed with the department chairperson or principal in order to make alternate arrangements for work.
- 3. Guidance counselors or nurses will notify teachers that a student has been hospitalized.
- 4. The Educational Office of the hospital, for long term patients, will issue grades and comments to the

Homebound Instruction Office. The information will be released to the teachers.

5. When a student is to be released, the hospital will contact the District. The school will then be notified.

TUTORING POLICY

Teachers in the Oceanside School District are encouraged to provide a quality instructional program by addressing students' instructional needs both during scheduled classes and during mutually convenient times--before, during, and after school.

At times students may request additional tutoring. Tutoring is defined as academic assistance or private instruction involving pay by an individual to a teacher. Extra help classes, informal meetings with teachers, peer assistance, and proper placement must always be explored as desirable alternatives to tutoring. When these resources have been thoroughly explored and tutoring is still requested, volunteer tutoring is encouraged.

If "private" tutoring is recommended, it should be done after consultation with both the Guidance Counselor and the teacher.

At no time shall a teacher tutor or provide SAT preparation to a student from his/her own class(es) for pay. It is preferable that a teacher not tutor students for remuneration who are in attendance at the school where the teacher is employed.

Tutoring activity by a teacher must not impinge upon the teacher's efficiency, effectiveness, or availability in the district.

SUPERINTENDENT'S REGULATIONS: Tutoring Guidelines

1. No teacher shall tutor any student for pay during school hours or on school grounds.
2. Students shall not be dismissed from school for the purpose of receiving private tutoring.
3. Persons not employed by the district shall not be permitted to tutor students for compensation on school grounds.
4. Tutoring is to be recommended by teachers only after all services offered by the school have been tried. This is especially true of "extra help" offered by each teacher.

5. If "private" tutoring is deemed necessary, it should be recommended only after full discussion with the school personnel of the possible reasons for the need. On the elementary level, this would include the teacher and the principal. On the secondary level, it should include the teacher and counselor or Associate Principal.
6. Staff members who wish to do tutoring for compensation after school hours are to place their name on a list of tutors which will be maintained in the Guidance Office in the secondary schools, or Principal's office in the elementary schools.
7. When a student or parent asks a teacher for the name of a tutor, the student or parent is to be advised to consult the tutoring list in the Guidance office (secondary schools) or Principal's office (elementary schools).
8. Under no circumstances are school personnel to recommend a single person for tutoring.
9. Oceanside school personnel accepting "private" tutoring assignments are requested to ask parents if such tutoring is being requested after such consultation as described above has been accomplished.
10. The Superintendent will evaluate the implementation of this policy annually.

INTERPRETERS FOR HEARING-IMPAIRED PARENTS DISTRICT POLICY

It is the policy of the Board of Education to provide hearing impaired parents and individuals in parental relation equal opportunity for meaningful participation in school district meetings and activities.

The Board of Education recognizes that those parents and individuals in parental relationships who are hearing impaired must be afforded an opportunity equal to that available to other parents, to participate in their child's educational programs or meetings and activities pertaining to the academic and/or disciplinary aspects of their child's education. Accordingly the school district will provide a sign language interpreter, or if a sign language interpreter is unavailable, other reasonable accommodations satisfactory to parents or guardians (e.g.

notetaker, transcript, decoder, or telecommunication device for the deaf), for hearing-impaired parents for school-initiated academic and/or disciplinary meetings including, but not limited to:

- Parent/teacher conferences
- Child Study, Committee on Special Education and/or building level team meetings
- Planning meetings with school counselors regarding educational progress
- Career planning
- Suspension hearings or other disciplinary conferences with school officials

The school district will provide an interpreter for the hearing-impaired parent upon written request submitted to and received by the district 5 days prior to the scheduled meeting or activity. If a timely request for such services is received these services will be made available at no cost to the parents.

The Superintendent is directed to develop and maintain a list of interpreters, and to develop procedures to notify parents of the availability of interpreter services at no cost to the parent. Such notice shall include the name of the school district official to whom such requests should be made, and a statement that in the event an interpreter is unavailable, the district shall make other reasonable accommodations.

Statutory Reference:

Regulations of Commissioner of Education s100.2 (aa)
Americans With Disabilities Act 42 U.S.C. s12101 et. seq.

COMMENCEMENT POLICY

Effective with the class of 1996, student participation at High School commencement exercises will be limited to those students who have met all graduation requirements prior to the date of the ceremony. In circumstances of prolonged illness or family emergency which prevent a student from meeting all graduation requirements, an appeal may be made to the principal.

NOTIFICATION OF SEX OFFENDERS

The Board of Education recognizes its responsibility for the health and safety of the students enrolled in the District's schools and for those youngsters participating in the District's programs or events. Therefore, the Board desires that appropriate precautionary measures be taken, in the event the District shall receive information from the police or other law enforcement agencies respecting persons who have been convicted as sex offenders, who have been or will be placed on probation, discharged, paroled or otherwise released from custody and who reside or are expected to reside within the District.

Upon receipt of information from a law enforcement agency that a sex offender has been or is about to be placed on probation, discharged, paroled or otherwise released from custody and resides or is expected to reside within the District, the Administration shall:

1. Notify staff, the Board of Education, parents of students and other members of the community that it has received such information, and inform them of the name, address, and telephone number of the law enforcement agency which had forwarded such information.
2. The Superintendent shall further make arrangements for administrators to meet face to face with every employee of the District, to notify them of the presence of the sex offender, and to reinforce with the employees the appropriate procedure for handling the situation if they come into contact with a person who meets the description of the sex offender.
3. The Administration is directed to develop and institute a plan for the education and counseling of the children of the District, in conjunction with this policy.
4. Notify the law enforcement agency which forwarded the information, by registered mail, return receipt requested, of the names and addresses of all non-school groups which provide services or programs to children on or within school facilities and request that agency provide such groups with the information that has been provided to the District.

The Administration shall confer with the school attorney with respect to any questions concerning the application of this policy.

COMPUTER NETWORK AND INTERNET ACCEPTABLE USE (3202.8)

Definition of Terms

The Oceanside School District computer network refers to the interconnection of computers, servers and other electronic devices within a classroom, school, or district which facilitates file sharing, resource sharing, communication, collaboration, management and access to remote resources. The Internet is a decentralized network of computer networks which provides connectivity to commercial, educational, organization and government resources and facilitates local and global communication. Internet filtering is a method by which information that is available on the Internet but is deemed inappropriate for children is made unavailable for general viewing. Vandalism is defined as any malicious attempt to harm or destroy district equipment or materials, data of another user of the district's network, or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating and/or placing a computer virus on the network.

Philosophy

It is our district's philosophy that access to technological resources is an integral part of the curriculum and the instructional process. At the same time, there is an inherent responsibility on the part of users to conduct themselves in an appropriate and considerate manner when using this medium. Although electronic materials are selected for their educational value and Internet resources are filtered for inappropriate content, the security, accuracy and quality of information that is available through our network cannot be guaranteed. The guidelines that follow have been developed to inform students, teachers and parents/guardians about the expectations that are associated with the responsible use of our computer network and the Internet. It is ultimately the responsibility of families to set standards and for students to be responsible for their own

behavior.

Instructional Services

Students and teachers have access to a wide variety of electronic resources through our Local Area Network, including curriculum software, multimedia CD-ROMs, computer servers, and library automation systems. Through our Wide Area Network, students also have access to external electronic resources that are not controlled by the district such as Internet e-mail, which enables communication with peers and experts throughout the world, and the World Wide Web, which facilitates the exploration of thousands of databases, libraries, universities, government agencies, museums and commercial sites. These services are currently available in libraries, computer laboratories, and classrooms under the supervision of teaching staff and/or instructional assistants who provide supervision, training, and support to all users.

Parent/Guardian Responsibilities

Parents/Guardians should review this Acceptable Use Policy with their children and return the agreement form to school. This agreement form will be sent home prior to entrance into third, seventh, and ninth grades as well as to all new entrants. A signature indicates agreement that these resources will be used responsibly, fairly, and appropriately by the child. Completed agreement forms will be retained in students' cumulative record folders.

Acceptable Use

The following guidelines have been established for acceptable use of the Oceanside Public Schools computer network and Internet access. **Users should be aware that the district reserves the right to ensure compliance through electronic monitoring of network and Internet usage.** Students shall have access to the Internet through our network as long as they follow the provisions of this policy.

1. While all students and staff are welcome to use our network, priority will be given to those individuals who are using it for curriculum-driven and research-oriented purposes.
2. The use of our network is a privilege to be used

responsibly, fairly and appropriately. The same behavioral expectations of students in school, and the community apply to online behavior.

3. District owned equipment and software should be treated with care and should not be vandalized, damaged, stolen, or abused in any way.
4. Users should be polite and courteous while online and may not use insulting, vulgar, or demeaning language or create or post or provide access to inappropriate visual material. While users have a right to express their ideas, they are also responsible for the content they create, transmit or publish, including e-mail, posted messages, file and web pages.
5. Users may not publish new web pages or modify existing web pages without the written authorization of a staff member, designated by the Assistant Superintendent for Curriculum, Instruction and Research.
6. Users may not access private accounts or subscribe to mailing lists, bulletin boards, chat groups or commercial services without the written authorization of a staff member designated by the Assistant Superintendent for Curriculum, Instruction and Research.
7. The use of the system to purchase items or services is prohibited.
8. Attempts should not be made to gain access to unauthorized systems, breach security passwords, or log on in the name of another individual.
9. Attempts should not be made to circumvent our filter to access inappropriate Internet content. A designated staff member should be contacted if a user needs to access a blocked web site.

Ethical and Legal Considerations

Use of our computer network must conform to district policies and local, state and federal laws. The following are prohibited:

1. Use of our network to access, store, distribute or promote illegal activities such as, but not limited to, bomb-making, drugs, gambling or pornography.
2. Use of our network to promote violence, racism, sexism, or other forms of discrimination.
3. Use of our network to install, use, store, duplicate, or

distribute copyrighted materials, including software, files, video clips, photographs, graphics, text, music, or speeches.

4. Use of our network to plagiarize the work of others.
5. Use of our network for non-school related promotion of political candidates or causes.
6. Use of our network for commercial advertisements or profit-making purposes.

Personal Security Issues

Users, particularly students, should follow these guidelines to maintain ongoing access to our network and to ensure their personal security:

1. Information that is sent or received over our network is subject to review.
2. Users should exercise common sense and discretion when sending or receiving electronic information (e.g. e-mail) over our network since it is public in nature and has no guarantee of privacy.
3. Students should never distribute personal information such as names, addresses, telephone numbers, credit card numbers, social security numbers, bank accounts, PIN numbers or photographs.
4. Students should never make appointments to meet people in person whom they have contacted online without written authorization from a designated staff member and a parent/guardian.
5. Students should notify a staff member whenever they come across information or messages that are dangerous, illegal, obscene, inappropriate or make them feel uncomfortable.

Staff Responsibilities

It is the responsibility of staff members to help implement this policy by taking the following steps:

1. Inform all students of the existence of the district policy before making the network available to students.
2. Take appropriate disciplinary actions when students violate any aspect of this policy.
3. Report serious policy violations to an administrator.
4. Respond immediately to student notification of dangerous,

illegal, obscene, or inappropriate information transmitted over our computer network and report it to an administrator.

Building Policies/Procedures

Drop/Add Policy - There is a three-week deadline for dropping a semester course and a six-week deadline for dropping a year course. Check with your counselor for date. Courses may only be added after the opening of school with chairperson/director's approval.

The DLT Policy - This policy is built on the relationship between the student and his/her teacher. It is the student's responsibility to speak to his/ her teacher when an absence occurs. The teacher may assign work/time to make up for this absence. If the student owes work/time, a grade of DLT (deficient learning time) may be given on the report card.

Student Dress Code - All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, tank tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), revealing low-rise pants, see-through garments, short skirts, (short) shorts and exposed midriffs are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. No gang graffiti on notebooks or school supplies.
6. No Do-rags, bandanas, or any gang affiliated clothing.
7. No wearing of hoods.

8. No Long garments that can conceal contraband. eg. long coats, capes, etc.
9. No sharp objects that protrude from any garment.
10. Exclude items that are denigrating or demeaning to gender, race, color, religion, ancestry, national origin, sexual orientation or disability.
11. Exclude a promotion and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

Examinations - demand optimum testing conditions. Students who act inappropriately will be removed from the exam site and they will receive no credit for the exam.

Hallways - Students are to conduct themselves in an orderly manner in the halls and stairwells at all times. Running, profanity, shouting, whistling, fighting, and any other form of disturbances are unacceptable. Because classes must be conducted without disruptions from the halls, students are required to obtain a pass from a teacher or administrator when it is necessary to walk through the halls. Students wishing to see guidance counselors or particular teachers while classes are in session must have a pass. This policy is directed towards reducing corridor noise, which can be distracting to students and teachers in class. Failure to respond to a staff member's request for identification or for compliance will result in a referral for insubordination.

Public Display of Affection - Public display of affection is considered in bad taste and is prohibited in the building, on the bus and on school grounds.

Honor Roll - (issued quarterly)

- ❑ High Honors-an unweighted average of 95 or higher in all courses, provided that the student has no DLT's, failures or incompletes.
- ❑ Honors- an unweighted average of between 85 and 94.999 in all courses, provided that the student has no DLT's, failures or incompletes.
- ❑ Students must have a minimum of 5 classes, plus physical education to qualify.
- ❑ Letter grades in ESL and special education classes will be converted to numerical grades for honor roll computation. Letter grades in physical education, conferencing, and human relations are not computed in the honor roll.

Honor Society

Academic Qualification: 90 GPA (unweighted) at the end of the first semester of 11th grade.

Service Requirement: 5 credits

- School service credit:
 - One season participation in a sport (OHS varsity or JV teams only)
 - One year membership in an OHS club or organization
 - Participation in a major OHS drama production
 - Pit orchestra participation for a major drama production
 - Marching band participation at all major after-school events throughout the year
 - Participation in Sports Night – ¼ credit
 - Captain of Sports Night – 1 credit
 - Participation in Battle of the Classes – ¼ credit
 - Captain of Battle of the Classes – 1 credit
 - Preparing and/or planning a major school event – ½ credit
 - Assisting on the day of a major school event – ¼ credit
- Outside of School Service:
 - Service must be voluntary and without pay
 - Community, temple, or church service must be continuous throughout the school year (i.e. Sunday school teacher or babysitter, CYO coach, candy striper)
- Summer service will not be accepted
- Participation in outside-of-school dance programs will NOT be accepted.

Honor Graduates

Honor graduates are members of the National Honor Society or students who have a weighted average of 93.00% or greater.

Keep It Safe

It is the responsibility of all students to make sure that their hall locker and/or gym locker is secure at all times. Be conscious of your possessions. Never leave them unattended.

Hall Lockers

Staff members will assign lockers. Keep lockers locked at all times. Anything left in the locker is the student's responsibility. Report any difficulty with a locker to the Dean's Office. Lockers are school property and are subject to search.

Peer Mediation

This is a process which aims to settle minor conflicts and disagreements among students before these problems become more serious. Any student desiring to make use of mediation should see one of the social workers.

Nurse

Any student who is ill must report to the nurses' office. If a student is too ill to remain in school, the school nurse will contact a parent or guardian. No student is to leave the building without first reporting to the nurses' office. If the student is leaving the building, the parent/guardian must go to the nurses' office to sign him/her out. Disciplinary action will be taken if a student leaves the building without prior permission from a school official. Parent notes will not be accepted if a school official did not grant prior permission.

Please note: If your child arrives to school after their school day begins or leaves school prior to the end of their school day due to their chronic illness, they must sign in/out in the nurses' office in order for their absence to comply with chronic status regulations.

Common Entrance

During school hours, students are to enter and exit this building through the main entrance in the main lobby.

Medical Release from Physical Education

Students with a medical issue which removes them from active participation in class must present a doctor's note requesting

such removal. This medical note must be presented to the school nurse and in return the student will receive a two-part slip to be given to their guidance counselor and their physical education teacher.

Students with acute or chronic medical problems may be excused from active participation for up to a 6-week period and at the end of the 6-week period a new doctor's note must be presented to the school nurse.

Should a student be out of physical education for such an issue, medical re-evaluation is necessary to ensure proper healing and care. During the period of inactivity students will be required to complete a teacher assigned project.

Parking

Student parking on school grounds is a senior privilege. Parking is only permitted in legal parking spaces in the student parking lot. Each car must be registered and a parking permit must be obtained from the Main Office. Cars must be locked and students are not permitted to sit in the cars or loiter in the parking lot area. Students with a **JUNIOR LICENSE** are not permitted to drive to or from school.

Scholarships

Each year schools, colleges, service clubs, business firms and other groups send announcements about scholarships that are available. For additional information, please see your guidance counselor.

Visitors

All visitors to the high school are to sign in at the visitor's table in the main lobby. Photo I.D. must be left at the front desk. No student visitors are permitted unless they are taking part in a specific school activity and are given permission from an associate principal's office.

Trespassing

No students or visitors are permitted on any of the school grounds unless they are on official school business or taking part in a specific school activity.

Working Papers

During the school year an application form and the instructions to be followed can be found in the nurses' office. In the summer, the application and forms can be found in the Student Projects Office.

The following procedures exist:

Upon return from a missed class, the student must request the missed work from the teacher. The make-up responsibility may include any of the four forms listed below at the teacher's discretion.

1. Assignment to another teacher's class for a comparable lesson.
2. Assignment to the teacher's extra help class.
3. Assigned written work.
4. Assignment to the Academic Make-up Center.

Before using the Academic Make-up Center as a means of having a student make up work, the teacher will take the following criteria into consideration:

1. Seriousness of purpose of student.
2. Quality of application of student to previous makeup.
3. Specific absence pattern of student.

If the assignment requires the use of the Academic Make-up Center, the following procedures apply:

1. Each student must have an assignment from his or her classroom teacher to be admitted. The task is to be meaningful.
2. The Center is open from 3:00 to 6:00 p.m. on posted days, except for physical education which meets from 7:00 to 7:45 a.m. Class time is one for one.
3. Certified teachers will supervise the Make-up Center.
4. Each student is responsible for having his or her assignment sheet certified for time and date.

In the case of a physical education class, at the discretion of the teacher, the make-up may be in another class or be in the a.m. class. The a.m. class is held at 7:00 a.m. in the gymnasium or on the track.

NOTE: Regardless of the means of make-up chosen by the teacher, all make-ups must be completed by the student within ten (10) school days of the return from the absence and within a given semester. A student may not exceed fourteen (14) class absences per semester and still be eligible for course credit. It should be clearly understood that non-compliance with the above will result in not being eligible for credit. Additionally it is the

responsibility of the school to intervene at seven (7) absences from class with a parent conference or other appropriate means of communication.

Chronic Illness

A student who suffers from a chronic illness may have sporadic absences throughout the year. His or her parent should notify the appropriate Associate Principal and submit a doctor's note which details the condition within the first ten (10) days of school or at the time of diagnosis. The school district physician or the district psychologist will review the doctor's note and make the final determination of the chronic illness status. If a student granted chronic illness status arrives late to school and leaves school early, he/she must report to the nurses' office. The student's teachers will be informed of the student's condition and will take it into consideration when determining the make-up procedure to be required of that student.

Deficient Learning Time (DLT)

If at the close of a marking period, a student has not met the make-up requirements, the teacher will "grade" the student with a "Deficient Learning Time" (DLT) notation. If an absence has occurred near the end of the marking period, a grace period of ten school (10) days is given to make up the time and task requirement. If the absence(s) are made up within ten school days, the teacher will post a corrected grade. (Students on an approved field trip or eligible for homebound instruction are not responsible for make-up time in the Academic Make-up Center, however, they are responsible for making up all work missed.)

Deficient Learning Time Consequences Include:

1. A single quarter DLT results in a loss of credit for the course.
2. Students with a single quarter DLT who remain in the course and do not receive a second DLT may attend summer school as long as the DLT is not received in the fourth quarter.
3. All ninth grade students must be enrolled in 5 1/2 courses plus physical education. Tenth, eleventh and twelfth graders must be enrolled in 5 courses plus physical education.
4. A notation of DLT is thoroughly explained in the "Profile" which accompanies all transcripts. Colleges and employers

concerned with attendance and long term commitment may view a DLT "grade" in a negative manner.

Deficient Learning Time (DLT) Appeal Process

If a student or his or her parent thinks that an error has been made in the attendance policy, the following steps should be taken:

1. Student discusses alleged violations of rights with staff member (i.e. teacher) within 10 days
2. If complaint is not resolved to the student's satisfaction, the department chairperson should be consulted
3. If the complaint remains unresolved, the student may submit in writing, within five (5) days a grievance to the principal, which should include the name, class schedule, home address and telephone number of the grievant, name of parent/guardian, a brief statement of the facts relevant to grievance, particular right of student allegedly violated, resolution desired by grievant, name of staff member first consulted, date staff member was consulted, and date of filing grievance; and
4. The Principal will then review the case, consult at his or her discretion, and announce a decision on the appeal within a reasonable length of time, advising all concerned.

Tardy Procedure

1. **TO SCHOOL:** Students will report directly to the Attendance Office with their tardy note. The Attendance Office will admit the student and issue a pass to enter class.
2. **TO CLASS:** Three latenesses to class will be considered the equivalent of an absence and a detention may be assigned. Repeat offenders will face additional disciplinary actions.

<u>DELAYED OPENING SCHEDULE</u>				
Period	1	9:45 – 10:13	28 minutes	
	2	10:17 – 10:47	30 minutes	Announcements
	3	10:51 – 11:19	28 minutes	Lunch
	4	11:23 – 11:52	29 minutes	Lunch
	5	11:56 – 12:25	29 minutes	Lunch
	6	12:29 – 12:58	29 minutes	Lunch
	7	1:02 – 1:32	29 minutes	Lunch
	8	1:36 – 2:04	28 minutes	
	9	2:08 – 2:35	27 minutes	
+ 4 minute passing time				

PARENT PORTAL

What is the Infinite Campus Portal?

Infinite Campus is our Student Information System. The Parent Portal is a Web site where you can view current information about your child's school attendance, schedule, assessment performance, historical performance and report cards for the current academic year. By using the Infinite Campus Online Parent Portal, the district is providing an online communication tool which can help you as a parent or guardian stay current with your student's progress. From any internet or wi-fi connection on your computer or mobile device, you can view up-to-date information about your student's attendance and grades.

How secure is the information contained in the Portal?

Infinite Campus uses a 32-bit, secure socket layer (SSL) encryption technology in order to protect information. The technology is similar to that used in other industries such as health care and banking where personal information is available only to authorized users.

How will I receive a user account for the Parent Portal?

Your child's school will provide you with a Parent Portal activation code. By using this code and following the instructions in the Parent Portal User Setup Guide you can setup your own account for the Parent Portal. When you log in for the first time you will be asked to create a password. The log in page is or you can be brought to it by the Parent Portal link on the district homepage.

The Infinite Campus Parent Portal is located at:
<https://sms.oceansideschools.org/campus/portal/oceanside.jsp>

Do I need any special software?

To effectively access your Infinite Campus Portal account you need:

1. Internet Access via a standard service such as Optimum Online or Fios or a modem with a minimum dial-up speed of 56Kbs – a slower connection works, but not as well.
2. A computer with a processor speed of 500Mhz or better which is common with current MAC's or PC's.
3. A web browser – we suggest Microsoft Internet Explorer 5.0 or better for PC and Firefox for Mac.
4. **Adobe Reader** – This is a free document reader available for download on the web at <http://get.adobe.com/reader/>. There are some Infinite Campus reports that are in pdf format and require the Adobe Reader. A link is provided on the Reports page.

How can I get help navigating the system?

A video is available on the district website or you can call our help desk at **678-8554** or you can email **portal@oceansideschools.org**.

Is there a way to view the portal in other languages?

At this time, Campus has provided a translated page into Spanish and Chinese. By clicking at the bottom of the menu on the left, the portal information will be converted. However, some reports may not be translated. Please call your child's school if you need to have material translated.

Who should have access to the *Parent Portal*?

Each parent will receive a separate account. Do not share your account with anyone including your child.

**DIPLOMA REQUIREMENTS FOR STUDENTS ENTERING
GRADE 9 IN 2012 – 2015**

<i>Regents Diploma Requirements</i>	<i>Regents Diploma with Advanced Designation Requirements</i>
<ul style="list-style-type: none"> • Score 65 or above on 5 <i>Required</i> Regents exams. • Earn 22.5 units of credit 	<ul style="list-style-type: none"> • Score 65 or above on 8 or 9 <i>Required</i> Regents exams • 22.5 units of credit

Assessment requirements for a Regents Diploma:*

5 required Regents exams with a score of 65 or better as follows:

- 1 math, 1 science, 1 social studies, 1 ELA, *plus*:
 - 1 Pathway Assessment
 - Humanities Pathway: a 2nd Regents exam in social studies
 - STEM Pathway: a 2nd Regents exam in science *or* a 2nd Regents exam in math
 - CTE, Arts, and Biliteracy Pathways: *See your counselor for additional information regarding these pathway options.*

Additional assessment requirements for a Regents Diploma with Advanced Designation:*

Students may meet the following assessment requirements in order to earn a Regents Diploma with Advanced Designation by earning a score of 65 or better as follows:

- Traditional Combination (Humanities Pathway):
 - 1 *additional* Regents exam in social studies
 - 2 *additional* Regents exams in math
 - 1 *additional* Regents exam in science
 - World Language Assessment (LOTE – Language Other Than English) or alternatives listed on previous page.

Students seeking to earn a Regents Diploma with Advanced Designation utilizing a pathway combination other than the Humanities Pathway (listed above) should see their counselor for more information. A link to the full descriptions of each of the pathway options can be found on the high school guidance web site at http://oceansideschools.org/7hs/guidance/guidance_resources.htm.

** In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma found at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>*

Regents Diploma with Advanced Designation in Mathematics and/or Science

Students who pass, with a score of 85 or better, three commencement level Regents examinations in Mathematics and/or three commencement level Regents examinations in Science, will earn a Regents diploma with advanced designation, with an annotation on the diploma that denotes mastery in Mathematics and/or Science, as applicable.

Honors Designation

A designation of “with honors” is indicated on either Regents diploma option for students who earn an overall average of 90 or more on all required Regents exams.

Local Diploma Requirements

A Local Diploma is available to students with disabilities that score between 55-64 on any of the 5 required Regents exams for graduation. A score of 45-54 on a required Regents exam (except English and mathematics) can be compensated by a score of 65 or above on another required Regents exam. In all cases, students must achieve a score of 55 or above on ELA and math. In addition the student must pass the course in which s/he earned a score of 45-54 and have satisfactory attendance. Students who graduate with a Local Diploma must earn 22.5 units of credit. Please note this option applies to students with disabilities only.

Oceanside High School / Oceanside H.S. Castleton Diploma Requirements

Courses	Regents Diploma	Advanced Regents Diploma
English	4	4
Social Studies	4	4
Mathematics	3 (a)	3 (a)
Science	3 (a)	3 (a)
Health	0.5	0.5
Art/Music	1	1
World Languages (LOTE)	1	1 (b)
Physical Education	2	2
Sequence Courses/Electives	3.5	3.5
* Human Relations	0.25	0.25
Personal Finance	0.25	0.25
Total Required (Minimum)	22.50	22.50

Oceanside H.S./Oceanside H.S. Castleton Diploma Requirements, cont.

* **Students entering grade 9 in 2006 and thereafter will not be required to take Human Relations at the High School. These students will require (minimum) 22.25 credits for graduation. Human Relations will be taken at the Middle School.**

Footnotes for Diploma Requirements Chart

- a. Students may meet the learning standards in technology, either through a course in technology education or through an integrated course combining technology with mathematics and/or science. A commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both.

- b. Languages other than English (LOTE) - 1 unit (Plus an additional 2 LOTE units)
 - or** a 5 unit sequence in the Arts
 - or** a 5 unit sequence in Career and Technical Education

TESTING - Anticipated dates as per College Board

***PSAT- October 15, 2016**

All 11th graders interested in the National Merit Scholarship Qualifying Test should see their counselor for details regarding this exam.

SAT I, II

*October 1, 2016	*January 21, 2017
November 5, 2016	March 11, 2017
December 3, 2016	*May 6, 2017
	*June 3, 2017

* Tests administered at Oceanside High School

SAT II

Upon completion of a specific content course (e.g. US History, World History, English, Chemistry). Required only by the very competitive colleges, these one hour tests measure achievement in particular content areas. Colleges usually require three achievement tests. Consult your college catalog.

BARRY TECH

(VOCATIONAL AND CAREER TRAINING)

Nassau Tech, formerly known as BOCES, is an annex of Oceanside High School. It makes occupational education available to all secondary students. The majority of programs are taught on a modular basis and in almost every course it is possible to accommodate students of varying backgrounds and capabilities and to bring each student to a standard of performance that will help the person gain access to a related occupation. After a student's enrollment in one of the vocational programs, a close liaison between Nassau Tech and the home school is maintained by the Oceanside Nassau Tech counselor.

Students must meet the following criteria:

- ✓ **Attendance:** No DLT's within the last school year.
- ✓ **Behavior:** No level three infractions, no physical altercations.
- ✓ **Grades:** Students must be on track to graduate with their respective class; a minimum of a 70 average in all classes.
- ✓ **Essay Requirement:** Students must submit paragraph of interest. Must speak to why they are interested in particular program and how it will benefit their career of interest.
- ✓ **And/or:** Principal's recommendation.

SUMMER SCHOOL PROGRAM

Students may attend Summer School if they meet one of the following criteria:

1. Fail a course.
2. Students receive one DLT * provided the DLT * was not received in the fourth marking period. (* See DLT Policy)

3104 ATTENDANCE POLICY

I. Introduction

The Oceanside Union Free School District recognizes that attendance is a critical factor in school success for students and understands that consistent school attendance and academic achievement have a positive correlation. School attendance is both a right and responsibility in New York State. Parents are expected to ensure their children attend school on a regular basis and arrive on time daily.

Therefore, the Oceanside School District has established this attendance policy in accordance with New York State Law 3205.1.c, requiring that children who are six years old by December 31 of any given school year must begin school the prior September and that students must attend school through the school year in which they reach their seventeenth birthday.

II. Objectives

This attendance policy has been developed to (1) ensure the maintenance of an accurate record verifying the attendance of all students at instruction and (2) establish a mechanism to examine the patterns of absence in order to develop effective intervention strategies to improve attendance.

Primary purposes for attendance taking and for accurate recording of attendance include:

- Knowing the whereabouts of every student for safety reasons.
- Determining the District's average daily attendance for State Aid reimbursement.
- Verifying that individual students are complying with Education Law in relation to compulsory education.
- Identifying individual and group attendance patterns in order to improve attendance rates and thereby increase the success factor for students.

Guidelines

The following guidelines are established to implement the Oceanside Union Free School District Attendance Policy:

- Use data forms that meet attendance policy requirements, as appropriate.
- Record accurate attendance in accordance with procedures established by each building Principal.
- Take period-by-period attendance at the secondary level and once-a-day attendance at the elementary level.
- Code and enter absences in accordance with District policy.

- Maintain programs necessary to meet the requirements and specifications of this policy.
- Analyze patterns of absences and latenesses and establish interventional steps for excessive absences and latenesses.
- Promote and acknowledge good attendance.
- Notify parents of attendance problems and make parents aware of attendance policy.
- Review this policy at least annually.
- Establish regulations to implement this policy.

III. Responsible Parties

Principals oversee and are responsible for accurate data collection and implementation of attendance policy. Principals are required to review pupil attendance data and initiate appropriate action.

IV. Types of Absences

- Present
- Absent-Excused
- Absent-Unexcused
- Late-Excused
- Late-Unexcused
- Left Early – Excused
- Left Early – Unexcused
- Homebound – Excused

V. Reporting and Record Keeping of Attendance Information

Oceanside Union Free School District's Attendance Policy will comply with the regulations of the State Education Department in terms of the minimum requirements of attendance information to be maintained. It is important to note that, as needs and requirements for attendance information change or become evident, additional information and data will be collected above the minimum requirements. The Oceanside register of attendance will include the following information:

- Name of student
- Date of birth
- Full name(s) of parent(s) or guardian(s)
- Address where the student resides
- Phone number(s) to contact the parent(s) or guardian(s)
- Date of the student's enrollment
- Record of student's attendance on each day of scheduled instruction
- Date the student withdraws or is dropped from enrollment, where applicable
- A record of when school was closed for all or part of the day because of extraordinary weather conditions or school building emergencies

VI. Action Taken for Unexcused Absences and Latenesses

High School – Unexcused

1. Parent is called for all absences and latenesses.
2. After 6, 11 and 14 days of absence, a letter is mailed to the parent (any class).
3. Students are required to make-up work and disciplinary action may include detention, assignment to the Make-up Center or a DLT.
4. Referral to the Child Study Team.
5. As a result of the Child Study Team, social worker initiates parental communication, which may include home visitation.
6. PINS petition may be initiated on the recommendation of the Child Study Team.

High School Course Credit

Course credit is denied when there are more than

14 absences per semester (20 weeks). See the Superintendent's Regulations (Appendix B).

VII. Responsibilities for Missed Assignments

High School – Excused and Unexcused

All homework is required to be made up. Refer to Superintendent's Regulations for specific strategies for achieving this.

VIII. Strategies to Increase School Attendance

1. Provide a summary of the policy to parents/guardians.
2. Provide each teacher with a copy of the current policy.
3. Make copies of the policy available to members of the community upon request.
4. Stress at Back-To-School Night, and other appropriate arenas, the importance of school attendance and academic achievement.

IX. Summer School Attendance

Absences within a credit-bearing summer program may not exceed three. Recorded lateness will count as one-half an absence.

X. Community Awareness

The Attendance Policy will be available at each school and at the Oceanside Library.

XI. Appeal Process

The appeal process is in accordance with Superintendent's Regulations (Appendix B).

XII. Regulations

Superintendent will establish Regulations to implement this policy.

XIII. Annual Review

The Board of Education will annually review the building level attendance records. If records show decline, the Board shall revise its policy and its plan to improve attendance.

3104.1 ATTENDANCE RECORDS

Student attendance records shall be confidential and may not be released except under the following conditions:

- a. By written consent of either or both parents, or the person exercising parental authority over the student involved.
- b. Pursuant to a subpoena or court order duly served upon the District.

3104.2 RELEASE OF STUDENTS DURING SCHOOL HOURS

Students shall not be released from scheduled school activities during school hours except by proper authority and in accordance with appropriate procedures as established by the schools.

Students will be released only to their parents or guardians, to persons so authorized by the parents or guardians, or, in the case of a student 18 years of age or older, the student him/herself if he/she is an emancipated minor. All such requests for release shall be made in writing and shall be kept on file in the individual school.

In cases of family dissention or divorce, requests by either parent to release student will be honored unless the school is placed under legal restraint.

Pupils released for religious instruction must have a Religious Release Request signed by the parent or guardian on file in the school office.

Students traveling outside the school building for school functions, during school hours or during extra-curricular time, must have a properly signed permission form on file before such trips are made. Absence from regular attendance will be permitted only with the approval of the principal or any member of the staff to whom the principal has designated that authority, and with the proper written consent.

3104.3 INSTRUCTION ON DAYS OF LIMITED ATTENDANCE

From time to time attendance in our district is noticeably affected by pupil absence for a variety of reasons. These reasons may include inclement weather, large

incidence of illness or observance of religious holy days. There is a responsibility on such days for teachers to be sensitive to the type of instruction given and cognizant of their obligation to all pupils, those in attendance and those who are absent.

On such days, operating procedures must enable all pupils to meet their academic responsibilities without conflicting with the legitimate reasons for the absence. Normal procedures for such days are described below.

1. There is a responsibility for instruction to take place for those in attendance.
2. No penalty shall be assessed against any student for being absent under these circumstances.
3. Class procedures on these days should involve meaningful learning experiences and may include activities such as review, enrichment, individualized instruction, remediation, corrective instruction, individual or group diagnostic testing and those learning activities that can easily be made up by the absent student.
4. There should be no major examinations, such as unit examinations or standardized examinations. There should be no field trips or one-time-only special events. Classroom teachers should not introduce work that cannot readily be made up by the students who are absent.
5. It shall be the responsibility of the faculty and administration to make available an equivalent opportunity for students to make up work requirements missed because of such absence. It shall be the responsibility of the student, upon return to class, to avail himself/herself of the opportunity afforded to make up all work.

**3104.4 STUDENT PARTICIPATION AT HIGH SCHOOL
COMMENCEMENT**

Effective with the class of 1996, student participation at High School commencement exercises will be limited to those students who have met all graduation requirements prior to the date of the ceremony. In circumstances of prolonged illness or family emergency which prevent a student from meeting all graduation requirements, an appeal may be made to the principal.

(Approved 6/19/95)

(Amended 7/8/02)

(Amended 9/3/03)

PROJECT SAVE
CODE OF CONDUCT

3108 CODE OF CONDUCT

Introduction

The Board of Education (“Board”) is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this Code of Conduct (“Code”).

Unless otherwise indicated, this Code applies to all students, school personnel, volunteers, parents and other visitors when on school property or attending a school function.

ESSENTIAL PARTNERS

A. Parents

All parents are expected to:

1. Maintain a climate of mutual respect and dignity toward the entire school community.
2. Recognize that the education of their child (ren) is a joint responsibility of the parents and the school community and collaborate with the District to optimize their children’s educational opportunities.
3. Send their children to school ready to participate and learn.
4. Ensure their children attend school regularly and on time.
5. Ensure absences are excused.
6. Insist their children be dressed and groomed in a manner consistent with the Student Dress Code.
7. Help their children understand that in a democratic society, appropriate rules are required to maintain a safe, orderly environment.

8. Know school rules and help their children understand so that their children can help create a safe, supportive school environment free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
9. Convey to their children a supportive attitude toward education and the district.
10. Build good relationships with teachers, other parents and their children's friends.
11. Help their children deal effectively with peer pressure.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.

B. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students toward the entire school community free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
6. Communicate regularly with students, parents and other teachers concerning student growth and achievement.
7. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the classroom setting.

9. Participate in school-wide efforts to provide appropriate supervision in all school spaces, in conformity with the Taylor Law.
10. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.

C. **Guidance Counselors**

All guidance counselors are expected to:

1. Maintain a climate of mutual respect and dignity for all students toward the entire school community free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
3. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems and foster learning.
4. Regularly review with students their educational progress and career plans.
5. Provide information to assist students with career planning.
6. Encourage students to benefit from the curriculum and extracurricular programs.
7. Maintain confidentiality in accordance with federal and state law.
8. Make known to students and families the resources in the community that are available to meet their needs.
9. Participate in school-wide efforts to provide appropriate supervision in all school spaces.
10. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
11. Address personal biases that may prevent equal treatment of all students.

D. School-Related Personnel

All school related personnel are expected to:

1. Maintain a climate of mutual respect and dignity for all students toward the entire school community free from discrimination and/or harassment on the basis of actual or

perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

2. Maintain confidentiality in accordance with federal and state law.
3. Help students who may need assistance with school or personal problems and direct them to the appropriate staff members for assistance.
4. Demonstrate an interest in students' educational and personal growth.
5. Know the school policies and rules and Code of Conduct and assist with their enforcement. Participate in school-wide efforts to provide appropriate supervision in all school spaces.
6. Inform appropriate staff of student misconduct and/or concerns for student safety.
7. Help children understand the District's expectations for maintaining and promoting a safe, orderly school environment.
8. Assist parents, visitors, and guests in a courteous and professional manner.
9. Set standards of civility, mutual respect, citizenship, character, tolerance, honesty and integrity after which students may pattern themselves.
10. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
11. Address personal biases that may prevent equal treatment of all students.

E. Dignity Act Coordinator

All Dignity Act Coordinators are expected to:

1. Maintain a climate of mutual respect and dignity for all students toward the entire school community free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group,

religion, religious practice, disability, sexual orientation,
gender or sex

3. Maintain confidentiality in accordance with federal and state law.
4. Be familiar with the Code of Conduct.
5. Help students understand the District's expectations for maintaining a safe and orderly environment.
6. Participate in school-wide efforts to provide appropriate supervision in all school spaces.
7. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students.
9. The contact information for the District Dignity Act Coordinators, by building, is as follows:

Diane Provvido
Assistant Superintendent for
Curriculum, Instruction & Research
District Office
145 Merle Avenue
dprovvido@oceansideschools.org
678-1221

Mrs. Laurie Storch
Fulton Avenue School #8
3252 Fulton Avenue
lwelchstorch@oceansideschools.org
678-8503

Mrs. Julie McGahan
Pre-K and K Center
25 Castleton Court
jmcgahan@oceansideschools.org
594-2345

Mr. Josh McPherson
Boardman Elementary School #9E
170 Beatrice Avenue
jmcperson@oceansideschools.org
678-8510

Mr. Thomas Capone
Florence A. Smith School #2
2745 Terrell Avenue
tcapone@oceansideschools.org
678-7557

Dr. Alison Glickman-Rogers
Oceanside Middle School #9M
186 Alice Avenue
aglickman-rogers@oceansideschools.org
678-8518

Mrs. Beth Ann Castiello
Oaks School #3
2852 Fortesque Avenue
bcastiello@oceansideschools.org
678-7564

Mrs. Geraldine DeCarlo
Oceanside High School #7
3160 Skillman Avenue
gdecarlo@oceansideschools.org
678-7526

Mrs. Joanna Kletter
South Oceanside School #4
3210 Oceanside Road
jkletter@oceansideschools.org

Mr. Brendon Mitchell
Oceanside High School Castleton #6
145 Merle Avenue
bmitchell@oceansideschools.org
678-7593

TBA
North Oceanside School #5
2440 North Oceanside Road
678-7585

F. Principals

All principals are expected to:

1. Maintain a climate of mutual respect and dignity for all students toward the entire school community free from

discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
3. Ensure that students, staff, and parents have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
4. Maintain confidentiality in accordance with federal and state law.
5. Evaluate on a regular basis all instructional programs to ensure infusion of civility education in curriculum.
6. Support the development of and student participation in appropriate extracurricular activities.
7. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
8. Ensure the proper channels are followed in addressing the concerns of parents.

G. Superintendent

The Superintendent is expected to:

1. Maintain a climate of mutual respect and dignity for all students toward the entire school community free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
3. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
4. Inform the Board about educational trends relating to student discipline.

5. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
7. Ensure the proper channels are followed in addressing the concerns of parents.
8. Participate in school-wide efforts to provide appropriate supervision in all school spaces.
9. Address issues of harassment or any situation that threatens the emotional or physical health and safety of any student, school employee, or any person who is lawfully on school property or at a school function.
10. Address personal biases that may prevent equal treatment of all students and staff.

H. Board of Education

All members of the Board of Education are expected to:

1. Maintain a climate of mutual respect and dignity for all students toward the entire school community, free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
3. Adopt and review, at least annually, the district's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
4. Ensure the proper channels are followed in addressing the concerns of parents.
5. Maintain confidentiality in accordance with federal and state law.
6. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students and staff.

STUDENT'S RIGHTS AND RESPONSIBILITIES

Appropriate behavior is essential to an effective educational environment.

The Oceanside School District is committed to a program of school discipline that teaches students to behave properly without direct supervision. Ideally, discipline is self-directed and self-controlled.

In order to assure an orderly environment in which each person may live and learn to his or her full capabilities in harmony with others, the school must work with community and parents to develop self-discipline by helping students to understand the effects of their behavior and providing them with alternative strategies. Rules and procedures should be established to guide students through constructive growth into mature adulthood.

These rules and procedures should be based on a recognition of the rights and responsibilities of students.

The following are student rights:

1. Students have a right to learn in a safe, non-disruptive environment free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Each student has the right to a free education until the age of 21 or until he or she graduates, whichever comes first.
3. All students shall be free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex in the education program, activities, or admission policies of their schools.
4. Each student has the right to express his/her opinion either in writing, verbally or symbolically as long as it does not infringe on the rights of others.
5. Students have the right to address grievance problems and concerns through legitimate channels provided by the school and district.
6. Students have the right to due process in all disciplinary actions.
7. Students have the right to privacy and shall be free from

unreasonable search and seizure, however, school lockers, desks, or other such storage places are the property of the school district and as such are subject to search at any time.

(All the rights expressed above are based on presently existing statutes and the Constitution of the United States.)

The following are student responsibilities:

1. Each student must accept responsibility for his/her own actions.
2. Each student must assume responsibility to observe, know, and adhere to the laws of New York State.
3. Each student has a responsibility to observe the constitutional rights of other individuals including, but not limited to, students, parents, teachers, school officials, and all other participants in the educational process.
4. Each student has the responsibility to be informed of, and adhere to, rules and regulations established by the Board of Education and the Superintendent, and implemented by school administrators and teachers.
5. Each student has the responsibility to preserve school property, exercise care while using school facilities, and help maintain and improve the school environment consistent with laws governing such property.
6. Each student has the responsibility to respect the inherent human dignity and worth of every other individual.
7. Each student has the responsibility to refrain from libel, slanderous remarks and obscenity.
8. All students should cooperate with school personnel at all times.
9. All students should respect the rights of others to study and to work.
10. Each student has the responsibility to maintain habits in dress and appearance that are not distracting and meet reasonable standards of health, cleanliness, and decorum.
11. Each student should refrain from any disruptive or dangerous action to himself/herself or others.
12. Students should take advantage of the academic opportunities offered at school.
13. All students should attend classes daily, unless legally excused, and be on time for school and all classes.
14. All students should come to school prepared to work,

- complete all assignments, and meet all deadlines.
15. Each student is encouraged to support and participate in school activities.
 16. Each student has the responsibility to maintain a climate of mutual respect and dignity for all other student free from discrimination and/or harassment on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
 17. Students have a responsibility not to abuse any of the rights afforded them by the Constitution of the United States, the Laws of New York State, rules of the Board of Regents, regulations of the Commissioner of Education, policies of the Board of Education, or regulations of the Superintendent of Schools.

(Amended 8/21/12)

DISCIPLINE/INTERVENTION/STANDARDS

Efforts should be made to promote success and bolster decision-making skills. A program of positive intervention should attempt to prevent minor problems from escalating into situations that require disciplinary action.

Teachers shall handle discipline problems within their classrooms and employ positive, carefully planned techniques throughout the year designed to improve behavior. In addition, teachers shall handle discipline problems within their purview outside the classroom. Where teacher intervention alone is not sufficient, the building administration shall be notified.

The following interventions can be utilized throughout the district:

- individual counseling by teacher
- parent conference with teacher
- individual counseling with administrator
- case conference with student, parent, teacher, administrator - referral to pupil services professionals; i.e., social worker, psychologist, counselor
- referral to outside professionals, agencies, or settings
- discussion groups regarding values clarification, self-image, decision-making, interpersonal relations
- programs for understanding human growth and development
- fostering participation in extracurricular performing arts,

- intramural, and interscholastic activities
- recognition of students on a school-wide and/or classroom-wide basis
 - referral to Committee on Special Education
 - individual conferences with Pupil Personnel Service provider (all levels)
 - availability of full range of Pupil Personnel Services
 - providing alternatives to traditional programs that meet students' individual needs (e.g., alternative ed. programs)
 - progress reports sent home when appropriate (middle, high school)

Regulations have been developed which clearly describe those activities and types of behavior that cannot and should not be tolerated in a school, while detailing the range of consequences which may result from these activities and behaviors.

These regulations seek to preserve the safety and security of the school community, to promote an effective teacher-learning situation within the classroom, to promote student self-discipline and to foster an appreciation of democratic due process, as well as place students on notice about the types of proscribed behavior and range of consequences. They provide administrators with the guidelines to make fair and informed decisions in matters of discipline. They demonstrate to students that fairness in school discipline, as well as their daily dealings with both classmates and school staff, is a principle worth preserving. Where warranted, students classified by CSE who engage in proscribed behaviors will be referred to CSE for a determination of whether or not such behaviors are related to the handicapping behavior.

CLOSED CAMPUS (BUILDING) POLICY FOR 9TH AND 10TH GRADERS

1. All 9th and 10th grade students are required to remain within the school building for the entire day.
2. Once a student enters the school, he/she may not leave the building unless permission is received from an administrator, dean, attendance officer or nurse. Students may obtain permission to leave the building in cases of illness, family emergency or parental request. Prior permission must be granted.
3. At no time may a 9th or 10th grader leave the building until the end of his/her last class.

4. Parent notes will not be accepted if prior approval was not granted by a school official.

Disciplinary Response Procedures for Violating Closed Campus Regulations

The student is referred to the dean for appropriate disciplinary action. The dean then refers the student to the appropriate school principal, who meets with the student and/or the staff member who made the referral and determines the appropriate consequence. A proper and accurate record of the offense and the disciplinary action is maintained by the supervisor. A parental communication takes place.

Possible Response Options

- 1st offense – one day in-house assignment
- 2nd offense – one day out-of-school suspension
- 3rd offense – up to 5 day out-of-school suspension and a referral to the principal

DRESS AND GROOMING

The appearance of a young person is primarily the responsibility of the student and parents. The building principal is authorized, however, to establish such rules concerning dress and grooming which will contribute to a proper school atmosphere, provide for the health, safety and welfare of each student, maintain appropriate standards of decency and prevent conditions that would disrupt the teaching-learning process.

SMOKING/TOBACCO PRODUCTS

Smoking and tobacco use and distribution are prohibited on all school property and school grounds. (See Board Policy 6407)

Rev. 11/19/07

RADIOS/ELECTRONIC DEVICES

The use of radios, beepers, telephones, walkmans and like electronic devices are not permitted in school unless authorized by the school district. Not only do they disturb classes, but they are often lost or stolen. These items will be confiscated and turned over to the appropriate administrator if used during school hours.

FRATERNITIES/SORORITIES

The Board of Education has adopted rules and regulations to prohibit any exclusive organization in any school. Organizations which perpetuate themselves by taking additional members on the decision of their membership other than by free choice of any pupil, and which, therefore, are not open to all students, shall be considered exclusive organizations.

No activity sponsored by such an exclusive organization may occur on school property and no uniform, dress, including any item of clothing identified by a law enforcement agency as gang related, or other adornment which identifies the members of such exclusive organizations may be worn by the students during school hours or at activities sponsored by the school district.

USE OF SCHOOL FACILITIES

Students are expected to conduct themselves in an appropriate manner. Inappropriate actions will result in disciplinary action.

Those using school facilities should not deface school furniture, walls, etc. with pen, pencil, paint or any other instrument. They must respect each other's personal property. Anyone willfully destroying personal or school property or who is creating a hazard to the safety of others will be referred to the proper law enforcement agency.

CAFETERIA CONDUCT PROCEDURES

Students are expected to conduct themselves in an appropriate manner including but not limited to the following:

1. No food is to be consumed in the building except in the cafeteria, unless part of a school sponsored activity.
2. Students are to clean up their tables immediately after eating.
3. Students are not permitted to sit on tables nor place their feet on them.
4. Infractions of cafeteria procedures may result in disciplinary action.
5. Cafeteria sign-in is required for 9th and 10th grade students during their assigned lunch periods. Failure to sign-in will result in disciplinary action.

LIBRARY/MEDIA CENTER RULES AND REGULATIONS

Students are expected to conduct themselves in an appropriate manner including but not limited to the following:

1. Students should enter the Library/Media Center quietly and proceed to the area assigned.
2. No food or drink is permitted in the Library/Media Center.
3. Students should respect each other and the library staff. They should do what is asked in a spirit of cooperation to insure an atmosphere suitable to study, reading, the research process and the quest for knowledge.
4. Students must respect the Library/Media equipment, furnishings, books, periodicals and other materials.
5. Students must comply with District's Internet policy.

Students should not use profanity, vulgar or anti-social language, signs or gestures. There will be no shoving, pushing or horseplay. Students who cannot or will not observe the above regulations will have their library privileges suspended.

BUSES

Students are expected to conduct themselves in an appropriate manner including but not limited to the following:

1. Smoking, abusive language, vandalism, rowdiness and other forms of behavior which may endanger the safe operation of the vehicle or its passengers will not be condoned. The bus driver is responsible for student safety.
2. Students are required to obey the bus driver at all times. Any violation of bus rules will result in disciplinary action, which may include a suspension of bus privileges.
3. The principal of a school may suspend bus privileges of a student who has been disorderly or insubordinate on a bus provided that the student and the person in parental relation to him/her has been afforded an opportunity for an informal conference with the principal and the opportunity to hear the charges and explain the student's position.

Amended 5/5/03

DRUGS AND ALCOHOL

The Board of Education of the Oceanside School District is committed to a philosophy of promoting healthy life styles for its students and staff. To this end it is committed to supporting all efforts and adhering to all legal requirements which relate to the prevention of the use/abuse

of alcohol, tobacco and other controlled substances.

Therefore, in accordance with the Drug-Free Workplace Act of 1988, it shall be the policy of the Board to prohibit the manufacture, distribution, sale, dispensation, possession and/or illegal use of any “controlled substance” in the “workplace.” “Workplace” shall mean any site on school grounds, at school sponsored activities or any place in which an employee is working within the scope of his or her employment or duties. “Controlled substances” shall include drugs which are illegal because they have no legitimate medical purpose and drugs which have a legitimate purpose but are highly addictive.

Furthermore, the Board advocates the following principles as the basis of its actions with regard to its substance use/abuse prevention policy and any disciplinary measures related to enforcement of this policy.

1. Alcohol, tobacco, and substance use/abuse shall be addressed through the instruction of children in a sequential K-12 grade appropriate prevention curriculum.
2. Alcohol and other substance use/abuse inhibit the District from carrying out its central mission of educating students.
3. While the District can and must assume a leadership role in alcohol, tobacco, and other substance use/abuse prevention, this goal will be accomplished only through coordinated, collaborative efforts with parents, students, staff, and the community as a whole.
4. The District will comply with the law and cooperate with law enforcement agencies in matters where students or staff members violate the law with regard to possession, distribution, sale or use/abuse of alcohol, tobacco, or other controlled substances.

No person may use, possess, sell, or distribute alcohol or controlled substances, nor may use or possess drug paraphernalia on school grounds or at school sponsored events, except drugs as prescribed by a physician. The inappropriate use of prescription and over-the-counter drugs shall also be prohibited.

Additionally, the following persons shall be prohibited from entering school grounds or school sponsored events: any person exhibiting behavior, conduct, or personal or physical characteristics indicative of having used or consumed alcohol or other controlled substances.

Disciplinary Measures

Disciplinary measures for students found to have used or to be using, in possession of, selling, or distributing alcohol and/or other controlled substances and for students possessing drug paraphernalia are outlined in the District's Code of Conduct. Similar disciplinary measures for District staff are addressed in Education Law 1711 (5)(e), 2508(5), 3020-a, and 913.

Students who are disciplined for any of these infractions will be mandated to the intervention services as noted in the Superintendent's Regulations.

Students who are caught in possession of or using controlled substances may be dropped from any extracurricular activity for the balance of the school year.

STUDENT POSSESSION OF WEAPONS

The Board recognizes its responsibility to provide for the health, safety and welfare of the school community generally, and its students in particular. This responsibility may only be met by providing a safe environment at all district facilities and all school related functions. Possession or use of a weapon in a school building is prohibited. A pupil found to be in possession of a weapon on school premises before, during or after school or at any school sponsored activity, on or off school property, is subject to administrative and/or legal action. For the purposes of this policy, a weapon shall be identified as either:

- a) Articles commonly used or designed to inflict bodily harm and/or to intimidate other persons. Examples are brass knuckles, knives, box cutters, chains, clubs, laser pointers, air or spring action guns (BB guns), and firearms which include shotguns, rifles, pistols, revolvers, bombs, grenades, explosives, gas, dangerous chemicals, firearm mufflers, firearm lancers, etc.
- b) Articles designed for other purposes but which are used to inflict bodily harm and/or intimidate. Examples are belts, combs, pencils, files, compasses, scissors, etc.

Failure to comply with this policy may subject violators to disciplinary action and civil and/or criminal prosecution.

Furthermore, in accordance with federal law, a student who is found guilty of possession of a weapon (as defined in the previous

paragraph) on school grounds and/or at a school related function conducted off school grounds, after a hearing is provided in accordance with Education Law 3214, is subject to a mandatory penalty of expulsion for at least one year. The Superintendent may modify the mandatory penalty on a case-by-case basis after considering the following:

1. Student's age and grade
2. Student's prior disciplinary record
3. Parent/teacher input
4. Superintendent's belief that other forms of discipline may be appropriate
5. Other pertinent circumstances.

SEXUAL HARASSMENT

The Board of Education is committed to the principle of equality among employees in the workplace and that all students are entitled to equal opportunity and equal treatment in the learning environment of the school district. The Board is committed to provide employees and students alike with an environment free from all forms of sexual harassment.

To this end, the Board condemns and strictly prohibits all unwelcome behavior of a sexual nature between employees, whether during or after work hours, which is either designed to extort sexual favors from an employee as a term or condition of continued employment, advancement, preference or promotion, or which has the effect of creating a hostile, intimidating or offensive work environment. The Board recognizes that such conduct may be either physical or verbal and may be psychological in nature. The Board further condemns and strictly prohibits behavior which may manifest itself in the creation or perpetuation of an embarrassing or uncomfortable work atmosphere, as in the case of the unwelcome use of obscene language or the telling of obscene or off-color stories or jokes. The Board also opposes any retaliatory action which might be taken against anyone filing a complaint alleging sexual harassment, as well as against anyone who appears as a witness to such a complaint.

The Board equally condemns and strictly prohibits all behavior of a sexual nature between students or students and staff, whether during or after school hours, which is designed to make submission to sexual conduct a quid pro quo for access to benefits of an educational program or which forms the basis of gender-based exclusion from participation in an educational program. The Board recognizes that academic sexual

harassment may take the form of conditioning a student's grade or academic progress to submission to sexual activity or refusing to provide assistance to a student who alleges sexual harassment on the part of a staff member. The Board acknowledges that such conduct is illegal in that it violates the civil rights of students, and under certain circumstances may constitute criminal conduct or may be in violation of the laws against child abuse or maltreatment.

Because sexual harassment can occur staff to student, staff to staff, student to student, student to staff, male to female, female to male, male to male, female to female, it shall be a violation of this policy for any student, employee or third party (school visitor, vendor, etc.) to sexually harass any student or employee.

Any student or employee believing that he or she has been subjected to unwelcome sexual advances or any other form of sexual harassment should report the alleged misconduct immediately. In the case of a student, he or she should report the allegation to a parent/guardian or to school personnel; an employee should report the allegation to the district's Sexual Harassment Officer. In either case, when allegations are received, district personnel will conduct a thorough and comprehensive investigation into such allegations and will determine whether such conduct constitutes sexual harassment, or in the case of a student, illegal behavior or child abuse. In the event that such allegations constitute illegal behavior or child abuse, it is the policy of the Board to notify such agencies or authorities as required by law. In the event there is a finding of sexual harassment on the part of an employee, the district shall take corrective action which may consist of discipline of the offending employee, up to and including therapeutic remediation, and, where appropriate, discharge. In the event the Board learns of offensive behavior or misconduct, or has reason to believe such conduct has occurred, the Board will, on its own initiative, ensure that a thorough investigation is conducted by the appropriate individuals.

The Superintendent is directed to develop and implement specific regulations designed to address the reporting, investigation and remedial action to be taken in the event of a complaint of sexual harassment and to educate employees and students regarding such procedures.

Such regulations directed at the employees must be consistent with procedures contained in the collective bargaining agreements with any of the district's bargaining units, and the requirements of law.

REPORTING CODE OF CONDUCT VIOLATIONS

All students are expected to promptly report violations of the Code of Conduct to any appropriate staff member who will report it to the building principal. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function must report this information immediately to any appropriate staff member who will report it to the building principal.

All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction, if warranted, which may include permanent suspension and referral for prosecution.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those Code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

Any person who, acting reasonably and in good faith, makes a report pursuant to this Policy, or initiates, testifies participates or assists in formal or informal proceedings arising from a report filed pursuant to this Policy shall be free from any retaliation by the District. However, any person who knowingly and deliberately makes a false report of harassment pursuant to this Policy shall be subject to appropriate disciplinary action.

REFERRALS **PINS Petitions**

The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by

- part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
 - c. Knowingly and unlawfully possessing a controlled substance.

Juvenile Delinquents and Juvenile Offenders

The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- a. Any student under the age of 16 who is found to have brought a weapon to school, or
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law 1.20(42).

The superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

PROCEDURES FOR REPORTING CHILD ABUSE

The professional staff of public schools are mandatory reporters of suspicions of child abuse and/or neglect. As mandatory reporters they are required by law to report such suspicions by phoning the Statewide Child Abuse Registry, known as the "Hotline." Failure to report such suspicions is a criminal act punishable as a misdemeanor.

School Board members who receive an oral or written allegation of child abuse by a school employee or volunteer are required by law to submit a written report to the building principal in which the abuse allegedly occurred.

In order to establish a uniform procedure for managing the reporting obligation, members of the professional staff should report their suspicions to the building principal or social worker. Each report to the Statewide Child Abuse Registry must be made by the building principal, social worker or psychologist. In appropriate cases, physical evidence and/or photographs should be taken of any injuries or bruises.

Once the hotline is called, the state will contact the local child protective services for investigation. The investigation is not within the jurisdiction of school staff. However, school staff are required to cooperate with investigators; for example, interviews with the child on

school premises must be allowed. The building principal may use his or her discretion to have staff remain present with the child or not, on a case by case basis.

School staff does not have the authority to detain a student. Therefore, in the event a staff member believes that the child's safety and/or welfare may be in jeopardy if the child returns home after school, the staff member must contact appropriate law enforcement officials or, in an appropriate case, hospital officials. Legally, hospital and law enforcement officials may take the child into protective custody. School officials have not been given such authority. The Board has approved regulations developed to implement this policy.

PUBLIC ORDER ON SCHOOL PROPERTY

The Board of Education recognizes that the primary purpose of the District is to provide an atmosphere conducive to learning and education. Any action by an individual or group aimed at disrupting, interfering, or delaying the education process or having such effect, is hereby declared to be in violation of Board policy.

The Board also recognizes its responsibility to protect school property and declares its intent to take appropriate legal action to prevent damage or destruction of school property. The Board will also seek restitution from and prosecution of, any person who willfully damages school property.

It is not the intent of this policy to limit freedom of speech or peaceful assembly. The Board recognizes that free inquiry and free expression are indispensable to the objectives of a school district. The purpose of the rules and regulations is to prevent abuse of the rights of others and to maintain public order, not to prevent or restrain controversy or dissent. (Refer to Superintendent's Regulations for specific conduct.)

OUTLINE OF REQUIREMENTS FOR DISCIPLINE CODE

Level 1

Minor misbehavior on part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school.

These misbehaviors can usually be handled by an individual staff member but sometimes require the intervention of other school support personnel.

Examples:

Classroom tardiness

Disruptive classroom/hallway behavior

Non-defiant failure to complete assignments or carry out directions

Cutting class

Lack of cooperation

Not following assigned program

Illegal parking (front circle, unassigned areas, fire zone, etc.)

Use of beepers, cell phones, pagers or other unauthorized electronic devices

Disciplinary Response Procedures

There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior.

Repeated misbehavior requires a parent/teacher conference, conference with the counselor and/or school administrator, or a discipline referral submitted to a school administrator.

A proper and accurate record of the offenses and disciplinary action is maintained by a school administrator.

Possible Response Options

Verbal reprimand/warning conference

Special Assignment

Behavioral contract

Counseling

Withdrawal of privileges

Detention, Etc.

Level II

Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school.

These infractions, which usually result from the continuation of LEVEL I misbehaviors, require the intervention of a dean or school administrator because the execution of LEVEL I disciplinary options has failed to correct the situation. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of the deans or school administrators.

Examples

Continuation of unmodified LEVEL I misbehavior

Destructive to school or personal property
Inappropriate language with peers
Insubordination/refusal to do what is asked
Leaving school building without authorization
Smoking
Violation of bus regulations
Lying
Truancy
Illegal Gambling
Obscene or inappropriate materials or computer communication

Disciplinary Response Procedures

The student is referred to the dean or school administrator for appropriate disciplinary action.

The dean or school administrator meets with the student and/or teacher and applies the appropriate response.

The teacher is informed of the dean's or school administrator's action.

A proper and accurate record of the offense and the disciplinary action is maintained by the dean or school administrator.

A parental communication takes place.

Possible Response Options

Behavior modifications

Temporary removal from class
Referral to outside agency
Counseling
In-house suspension

Child-Study Team

LEVEL III

Acts directed against persons or property whose consequences may seriously endanger the health or safety of others in the school.

These acts might be considered criminal but most frequently can be handled by the disciplinary mechanism in the school. Corrective measures which the school should undertake, however, depend on the extent of the school's resources for remediating the situation in the best interest of all students.

Examples

Continuation of unmodified LEVEL II misbehavior

Cheating/plagiarism
Fighting (physical contact or retaliation)
Possession/use of unauthorized substances
Violent behavior
Vandalism
Forgery
Harassment
Hazing
Abusive language
Stealing

When a student is involved in an incident of cheating/plagiarism, a teacher/student conference will be held. The appropriate administrator will be notified, and the teacher will determine the academic consequences. The teacher will notify the student's parent/guardian. A referral will be forwarded to the deans' or school administrators' office, and a disciplinary hearing will be held, where appropriate.

Disciplinary Response Procedures

The dean or school administrator initiates disciplinary action by investigating the infraction and conferring with staff about the extent of the consequences.

The dean or school administrator meets with the student and confers with the associate principal about the student's misconduct and the resulting disciplinary action. Parents will be notified.

A proper and accurate record of offenses and disciplinary actions is maintained by the dean or school administrator.

Possible Response Options

Parent conference
Temporary removal from class
Homebound instruction
Principal's hearing
Alternative program
Police action
Out of school suspension up to 5 days

LEVEL IV

Acts which result in violence to another person or property or which pose a direct threat to the safety of others in the school.

These acts are clearly criminal and are so serious that they always require administrative actions which result in the immediate removal of the student from school, the intervention of law enforcement authorities and action by the school administration.

Examples

Unmodified LEVEL III misconducts
Extortion
Bomb threat/False fire alarms
Possession/use/transfer of dangerous weapons, explosives, or dangerous chemicals
Assault/battery
Arson
Furnishing/selling/possession of unauthorized substances
Theft/possession/sale of stolen property

Disciplinary Response Procedures

The dean and/or administrator verifies the offense, confers with the staff involved and meets with student.

Parents are notified.

The student is immediately removed from the school environment.

School officials contact the law enforcement agency and assist in prosecuting the offender.

A complete and accurate report may be submitted to the Superintendent for action.

The student is given a full due process hearing.

Possible Response Options

Superintendent's hearing

Alternative schools
Other Board action which results in appropriate placement

TEACHER DISCIPLINARY REMOVAL OF DISRUPTIVE STUDENTS

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this Code.

On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.

The teacher must complete a district-established disciplinary removal form and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within a 12 hour period after a student's removal, notice must be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

Within 24-hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. Written notice must inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents.

The principal must require the teacher who ordered the removal to attend the informal conference during the school day.

If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the district's Code of Conduct.
3. The conduct warrants suspension from school pursuant to Education Law 3214 and a suspension will be imposed.

The principal or his or her designee may overturn a removal at any

point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

SUSPENSION OF STUDENTS

- a. The Board of Education, Superintendent of Schools, or building principal may suspend the following pupils from required attendance:
 1. A pupil who is insubordinate or disorderly, or whose conduct otherwise endangers the safety, morals, health or welfare of others;
 2. A pupil whose physical or mental condition endangers the health, safety, or morals of himself or of other pupils;
 3. A pupil who, as determined in accordance with the provisions of the Education Law, cannot benefit from instruction; (Education Law 32143A.3)
- b. The Regulations of the Commissioner of Education requires written notification to the parent(s) or person(s) in parental relation of a student who is suspended from attendance for a period of five (5 days) or less.

Before any suspension shall become effective, the pupil and his/her parents shall be informed orally of the

reasons for such suspension and, should he deny the charges, he will be furnished with the evidence against him and will be given the opportunity to explain his position.

Written notice of said suspension shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of the notice within 24 hours of the suspension.

The notice shall provide a description of the incident which resulted in the suspension and shall inform the parent(s) in parental relation of their right to request an immediate informal conference with the principal in accordance with Section 3214(3)(d) of the Education Law.

Written notice and the informal conference shall be in the dominant language or mode of communication between school officials and the parent(s) or person(s) in parental relation of the suspended student.

- c. The principal of the school where the pupil attends shall have the power to suspend a pupil for the reasons stated in Paragraph A for a period until a parent conference can be arranged, but in no case to exceed five (5) school days. At this conference, the pupil and the person in parental relationship to him shall be authorized to ask questions of complaining witnesses.
- d. No pupil may be suspended for a period in excess of five (5) school days unless such pupil and the person in parental relationship to such pupil shall have an opportunity for a fair hearing, in accordance with Section 3214 of Education law.
- e. No pupil may be involuntarily transferred for disciplinary purposes from a regular classroom to an educational setting in another school except upon recommendation of the principal and following review thereof in the manner prescribed by Section 3214 of Education law.
- f. Suspension of Special Education children shall be in accordance with applicable law.

BEHAVIOR AND CONSEQUENCES BY LEVEL

OCEANSIDE ELEMENTARY SCHOOL

I. Behavior which impedes orderly operation of class or school

Examples of Behavior	Range of Consequences
<ul style="list-style-type: none"> ▪ Late to school ▪ Chronic lateness and truancy ▪ Failure to attend to homework, classwork, or other assignments ▪ Disruptive behavior in lunchroom/ playground/hallway ▪ Inappropriate language ▪ Violation of bus regulations ▪ Truancy ▪ Unexcused absence from class/school 	<p>1. Administrative intervention which may include all interventions available to teachers as well as:</p> <ul style="list-style-type: none"> ▪ Nurse/Parent Conference ▪ Teacher/Student Conference ▪ Pupil Personnel/Parent/Student Conference ▪ Administrator Conference ▪ Teacher/Student Conference ▪ Teacher/Parent Conference ▪ Administrative/Parent/PPS Conference ▪ Suspension of student when health, safety or disruption of the education process is threatened ▪ Removal from class in conformance with Project SAVE regulations as defined in this Document ▪ Parent-Principal-Student meeting ▪ Assignment to in-school suspension ▪ PINS Referral ▪ Administrative detention ▪ Assignment to in-school suspension

II. Behavior which is directed against persons or property

Examples of Behavior	Range of Consequences
<ul style="list-style-type: none"> ▪ Arson, setting false alarms ▪ Assault ▪ Defiance ▪ Disrespect ▪ Disruptive Behavior ▪ Fighting ▪ Insubordination ▪ Theft ▪ Throwing dangerous object ▪ Vandalism or malicious destruction or defacement of school property ▪ Willful physical injury to others 	<ul style="list-style-type: none"> ▪ Teacher/Student Conference ▪ Teacher/Parent Conference ▪ Administrative/Parent/PPS Conference ▪ Suspension of student when health, safety or disruption of the education process is threatened ▪ Superintendent's Hearing possibly resulting in additional suspension or expulsion

III. Behavior which is covered by existing Board of Education Policies

Examples of Behavior	Range of Consequences
<ul style="list-style-type: none"> ▪ Possession/use/sale of alcohol / controlled substances ▪ Possession of drug paraphernalia ▪ Possession of weapons ▪ Use of beeper, cell phone, etc. ▪ Sexual harassment ▪ Smoking ▪ Violations of the Internet Policy ▪ Hazing ▪ Violations of the Harassment/Bullying/DASA Policy 	<ul style="list-style-type: none"> ▪ Action to be taken in accordance with District policies

OCEANSIDE MIDDLE SCHOOL

Middle School students are expected to develop and practice responsible behavior, respect the rights of others in the school community, and evidence a respect for property.

Students who are responsible for any of the behavioral infractions listed below will be subject to disciplinary actions which may include any of the following consequences:

I. Behavior which impedes orderly operation of class or school.

Examples of Behavior	Range of Consequences
<ul style="list-style-type: none"> ▪ Disruption ▪ Failure to complete assignments or carry out directions ▪ Inappropriate language ▪ Insubordination ▪ Lateness to class or school ▪ Leaving class or school without permission ▪ Rude and discourteous ▪ Unexcused absence from class or school ▪ Truancy ▪ Violation of bus regulations 	<p>1. Teacher intervention may include:</p> <ul style="list-style-type: none"> ▪ Warning conference ▪ Parental notification/conference ▪ Special assignment ▪ Behavioral contracts ▪ Progress sheets ▪ Loss of privilege ▪ PPS/Administrative referral ▪ Detention ▪ Time out ▪ Removal from class in conformation with Project SAVE regulations as defined in this document <p>2. Administrative intervention which may include all interventions available to teachers as well as:</p> <ul style="list-style-type: none"> ▪ Out-of-school suspension ▪ In-house suspension ▪ Alternative placement ▪ Superintendent's Hearing possibly resulting in additional suspension or expulsion

II. Behavior which is directed against persons or property.

Examples of Behavior	Range of Consequences
<ul style="list-style-type: none"> ▪ Abusive language ▪ Any action which endangers the health/safety of students/staff ▪ Arson/false alarms ▪ Assault ▪ Bomb threats ▪ Cheating/plagiarism ▪ Extortion ▪ Fighting ▪ Forgery ▪ Illegal Gambling ▪ Theft/possession of stolen property ▪ Throwing dangerous objects ▪ Vandalism/destruction/defacement of property ▪ Willful physical injury of others 	<p>1. Administrative intervention which may include:</p> <ul style="list-style-type: none"> ▪ In-house suspension ▪ Alternative placement ▪ Out-of-school suspension ▪ Superintendent's Hearing possibly resulting in additional suspension or expulsion ▪ Referral to outside agencies/courts ▪ Notification of police

III. Behavior which is covered by existing Board of Education policies.

Examples of Behavior	Range of Consequences
<ul style="list-style-type: none">▪ Hazing▪ Possession/use/sale of alcohol/controlled substances▪ Possession of drug paraphernalia▪ Possession of weapons▪ Use of beeper, cell phone, etc.▪ Sexual Harassment▪ Smoking▪ Violations of the Harassment/Bullying/DASA Policy	<ul style="list-style-type: none">▪ Action to be taken in accordance with District policies

Students who are assigned to the Time-Out room three times will automatically be assigned to the In-House Suspension Room upon the next infraction in the classroom.

Students who are assigned to the In-House Suspension room for three separate infractions will be suspended out of school on the occasion of the next major infraction.

Students who receive three referrals from the bus company for behavior which endangers the health and safety of students on the bus or for distracting the driver may lose their bus privileges.

Students who are assigned to after-school detention remain in school after the regular dismissal time. Students are permitted to leave in time to catch the late bus (3:45 P.M.). Twenty-four hour notice is provided before a student is expected to remain for detention.

Students who are assigned to the In-House Suspension room are removed from classes. Assignments are sent to the students while they are in the In-House Suspension room. A parent-teacher-principal meeting must be held before the student can return to class.

OCEANSIDE HIGH SCHOOL

I. Behavior which impedes orderly operation of class or school.

Examples of Behavior	Range of Consequences
<ul style="list-style-type: none"> ▪ Disruption ▪ Failure to complete assignments or carry out directions ▪ Inappropriate language ▪ Insubordination ▪ Lateness to class or school ▪ Leaving class or school without permission ▪ Lying ▪ Rude and discourteous ▪ Violation of bus regulations ▪ Smoking ▪ Unexcused absence from class or school ▪ Truancy 	<p>1. Teacher intervention may include:</p> <ul style="list-style-type: none"> ▪ Warning conference ▪ Parental notification/conference ▪ Special assignment ▪ Behavioral contracts ▪ Progress sheets ▪ Loss of privilege ▪ PPS/Administrative referral ▪ Detention ▪ Removal from class in conformance with Project SAVE regulations as defined in this document <p>2. Administrative intervention which may include all interventions available to teachers as well as:</p> <ul style="list-style-type: none"> ▪ Out-of-school suspension ▪ In-house suspension ▪ Alternative placement ▪ Superintendent's Hearing possibly resulting in additional suspension or expulsion

II. Behavior which is directed against persons or property.

Examples of Behavior	Range of Consequences
<ul style="list-style-type: none"> ▪ Abusive language ▪ Any action which endangers the health/safety of students/staff ▪ Arson/false alarms ▪ Assault ▪ Bomb threats ▪ Cheating/plagiarism ▪ Extortion ▪ Fighting ▪ Forgery ▪ Illegal Gambling ▪ Theft/possession of stolen property ▪ Throwing dangerous objects ▪ Vandalism/destruction/defacement of property ▪ Willful physical injury of others 	<p>1. Administrative intervention which may include:</p> <ul style="list-style-type: none"> ▪ In-house suspension ▪ Alternative placement ▪ Out-of-school suspension ▪ Superintendent's Hearing possibly resulting in additional suspension or expulsion ▪ Referral to outside agencies/courts ▪ Notification of police

III. Behavior which is covered by existing Board of Education policies.

Examples of Behavior	Range of Consequences
<ul style="list-style-type: none"> ▪ Possession/use/sale of alcohol/controlled substances ▪ Possession of drug paraphernalia ▪ Possession of weapons ▪ Use of beeper, cell phone, etc. ▪ Sexual Harassment ▪ Smoking ▪ Violations of the Internet Policy ▪ Violations of the Harassment/Bullying/DASA Policy ▪ Hazing 	<ul style="list-style-type: none"> ▪ Action to be taken in accordance with District policies

DISSEMINATION AND REVIEW

The Board will work to ensure that the community is aware of this Code of Conduct by:

1. Providing copies of a summary of the Code to all students at a general assembly held at the beginning of each school year.
2. Making copies of the Code available to all parents at the beginning of the school year.
3. Mailing a summary of the Code of Conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
4. Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the Code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
6. Making copies of the Code available for review by students, parents and other community members.

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the Code of Conduct. The Superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in service programs pertaining to the management and discipline of students.

The Board of Education will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the Code's provisions have been and whether the Code has been applied fairly and consistently.

(Amended 5/5/03)
(Amended 11/15/04)
(Amended 11/19/07)
(Amended 8/21/12)